

Childminder Report

Inspection date

20 December 2016

Previous inspection date

31 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has successfully made the necessary improvements since the last inspection. She now holds a paediatric first-aid qualification and obtains information about who has parental responsibility and legal contact for the children in her care.
- The childminder takes account of children's interests and enthusiasms when planning activities across all areas of learning. This helps children make good progress and develop the skills they need for future learning.
- The childminder develops warm and caring relationships with the children. She promotes their personal, social and emotional development successfully. This means children are happy, settled and secure in her care.
- Children enjoy activities that support their understanding of the local community and wider world. They go on frequent outings and play with toys that help them gain an awareness of similarities and differences between themselves and others.
- The childminder has established good partnerships with parents. There is an effective two-way flow of information about children's progress and achievements. This supports children's learning and development effectively, both in the setting and at home.

It is not yet outstanding because:

- Although the childminder routinely observes children's achievements and identifies their next steps in learning, her assessments are not yet precise enough to support children to make outstanding progress across all areas of learning.
- The childminder's continuing professional development does not yet specifically focus on raising the quality of teaching from good to consistently outstanding.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- refine the assessment process so that information about what children need to learn next is more precise, sharply focused and used to plan effectively to support children to make the very best progress and reach their full potential
- focus the continuing professional development on raising the good standards of teaching to consistently outstanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector viewed a focused activity with the childminder and discussed the children's progress and achievements.
- The inspector viewed the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the childminder, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents from their written testimonials and their responses to surveys organised by the childminder.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder attends safeguarding training and is knowledgeable about the procedures to follow should she have any concerns about a child in her care. She frequently checks the play environment to minimise hazards and ensure children are safe. She teaches children how to consider risks and manage their safety as they play. The childminder tracks the progress children make across all areas of learning. This helps to identify and close any possible gaps in children's development. The childminder reflects on her practice and seeks the views of parents and children. She also links with other childminders to share good practice and is receptive to advice from the local authority development workers. Parents are very positive about the service the childminder provides. They are happy with the nurturing, safe environment and appreciate the extra support the childminder offers when families are experiencing difficulties in their lives.

Quality of teaching, learning and assessment is good

Children engage in a variety of purposeful activities that helps them to play imaginatively and acquire new knowledge and skills. They are offered a blend of experiences that they can choose for themselves and activities led by the childminder, both indoors and outside. Children's communication and language skills are promoted well. The childminder helps young children to build sentences and she uses repetition to support their pronunciation of new words. Children develop their understanding of simple technology as they use buttons and switches to operate mechanical toys. The childminder also uses opportunities that arise to help children to count and categorise objects. This helps children to develop mathematical skills. The childminder works closely with the local nursery and school to promote continuity in children's care and learning. An effective joint approach has been established to support children who have special educational needs or disabilities. The childminder communicates effectively with specialist teachers and other support workers.

Personal development, behaviour and welfare are good

The childminder provides plenty of praise, encouragement and reassurance to help develop children's self-confidence. She manages children's behaviour positively and consistently. Children are polite and demonstrate good manners. The childminder supports healthy lifestyles for children effectively. Children eat healthy snacks and meals. The childminder ensures that any allergies and special dietary requirements are catered for. Children are keen to take part in physical activities and their social skills are enhanced as they meet and play with other adults and children at local community groups.

Outcomes for children are good

Children are confident learners. They explore their surroundings and make independent choices in their play. The youngest children confidently babble and experiment with making sounds. Children concentrate well on tasks they set themselves and persist until they achieve what they set out to do. They develop the skills they need in readiness for starting nursery or school.

Setting details

Unique reference number	EY384873
Local authority	Essex
Inspection number	1044400
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	31 October 2014
Telephone number	

The childminder was registered in 2008 and lives in Sible Hedingham, Essex. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who have special educational needs or disabilities.

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