

Childminder Report

Inspection date

10 June 2015

Previous inspection date

24 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children form secure relationships with the childminder and her co-childminder. They are settled and confident and, therefore, are ready to have fun as they learn new things.
- The childminder provides a good range of interesting activities, both indoors and outside. These experiences successfully support children's all-round development and provide opportunities to start building on the skills they use in the classroom, where they spend more time.
- The childminder understands her safeguarding responsibilities. She can recognise the signs and symptoms of possible abuse or neglect and knows what to do if she is concerned about a child's welfare.
- The childminder effectively promotes children's safety and well-being by maintaining risk assessments of the premises and outdoor areas. She particularly ensures that children understand the potential dangers in relation to taking care around the swimming pool and bouncy castle.
- Partnerships with parents are very supportive and positive. There is a daily two-way exchange of information about children's care and development. This means that the childminder makes a good contribution to meeting every child's individual needs.

It is not yet outstanding because:

- On occasion, children are unable to sit comfortably at a table and are not fully encouraged to make healthy choices about the food they eat at mealtimes.
- The childminder has not yet fully considered effective ways to share more precise information with early years teachers in schools, to further support children's learning needs and interests.

What the setting needs to do to improve further

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

- enhance the opportunities for younger children to enjoy their mealtimes, by making sure that they can always eat in a comfortable environment and by reviewing menus so they are encouraged to make healthier choices
- strengthen the partnerships with the schools the younger children attend, so that these are fully effective when sharing specific information that contributes towards hastening children's progress.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and looked around the premises.
- The inspector accompanied the childminder and her co-childminder as they collected children from school.
- The inspector spoke to children and held discussions with the childminder about children's progress and achievements.
- The inspector saw evidence of the suitability and qualifications of the childminder and her family, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to questionnaires organised by the childminders.

Inspector

Patricia Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder acts as a key person for younger children and effectively takes account of their interests when planning activities. She efficiently observes children as they play and makes notes to inform her records and to identify individual learning priorities. Interesting adult-led activities, such as cooking or planting seeds, encourage children to acquire new knowledge and develop their skills. Toys, games and play materials are easily accessible and children are encouraged to be creative and imaginative. This means that children eagerly participate in activities, following a busy day at school. The childminder talks to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. For example, children incorporate their ideas when designing pirate hats or writing messages for their family. Parents become involved in their children's learning when they view information about their children's achievements. They are also invited to social occasions that celebrate festivals and traditional events from the cultural calendar.

The contribution of the early years provision to the well-being of children is good

Children are happy and settled. They adopt healthy lifestyles as they follow good hygiene routines and take part in exercise that develops their physical skills. The childminder provides home-cooked meals that tend to be based around children's favourite foods. However, she does not consistently encourage children to make healthy choices about the food they eat. Furthermore, not enough suitably sized chairs are provided so younger children can sit in comfort at mealtimes. Children effectively learn about the importance of their personal safety. They wear high-visibility jackets as they walk from school and they discuss potential dangers and how to stay safe on their journey. The childminder and her co-childminder are particularly alert when escorting children, and they continually check and count to make sure that all children are present. This gives children a sense of security and an understanding of the need for sensible behaviour at this busy time.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She monitors practice and ensures that her co-childminder and assistant robustly follow the comprehensive policies and procedures. The childminder and co-childminder reflect regularly on the service they provide, taking account of the views of parents and children. They work together to accurately identify areas for development and have purposeful plans in place to make continuous improvements. The childminder has attended all the mandatory training courses and meets with her network coordinator to gain additional information about best childcare practice. The recommendations from the previous inspection have successfully been addressed. There are strong relationships with the local schools that children attend. However, specific information about individual children's progress is not always shared with teachers to fully promote children's learning, so they can make more rapid progress.

Setting details

Unique reference number	EY396914
Local authority	Southend on Sea
Inspection number	859836
Type of provision	Childminder
Registration category	Childminder
Age range of children	4 - 12
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	24 November 2011
Telephone number	

The childminder was registered in 2009 and lives in Southend-on-Sea. She works with a co-childminder and occasionally works with an assistant. The childminder offers out-of-school care from 3pm to 7pm, Monday to Friday, during term times, and from 7am to 6pm during the school holidays. She is a member of the local childminding network.

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