

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 3 December 2015 |
| Previous inspection date | 2 December 2010 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| 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 a good knowledge of how children learn. She provides a wide range of activities that supports children to develop their creativity and imagination. Children are excited and enthused to engage in pretend play. They develop a good understanding of family relationships and the world around them.
- The childminder forms warm, caring bonds with the children. Children are confident to explore the environment and are happy, settled and secure. They show high levels of independence and self-esteem in their play.
- The childminder has high expectations of children's behaviour. She sets clear, age-appropriate boundaries and gently reminds children of these throughout the day. Children show care and concern for each other and learn to share and negotiate the use of toys and resources well.
- The childminder forms successful partnerships with other early years professionals. She meets with other childminders regularly to share ideas about good practice. The childminder accesses regular training to ensure she keeps her knowledge and skills up to date.

### It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to further develop children's enthusiasm and understanding of why things happen and how things work.
- The monitoring of children's learning is not sharply focused enough on setting more precise next steps to help children consistently make the best possible progress.

## What the setting needs to do to improve further

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

- provide children with more opportunities to develop their understanding and become more enthused about why things happen and how things work
- strengthen the ways in which children's progress is monitored to inform the planning of even more precise next steps, helping children to achieve consistently at the highest level.

### Inspection activities

- The inspector observed activities in the indoor learning environment where children play and viewed all areas of the home used for childminding.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and risk assessments.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of other household members.
- The inspector took account of the views of parents in written testimonials and feedback questionnaires.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. Her risk assessments of the premises are thorough, effectively promoting children's safety. The childminder evaluates her practice regularly. She welcomes the views of parents, children and other professionals to inform her challenging but achievable improvement plans. The childminder forms successful partnerships with other early years settings and schools. She shares information about children's development, providing children with a high level of consistency in their learning.

### Quality of teaching, learning and assessment is good

The well-qualified childminder gets to know children well through regular observations and accurate assessments of what they can do. She effectively uses this information to plan activities that are matched to children's individual needs and interests. The childminder supports children's reading and writing skills well. Children have access to a wide range of books and regularly use letters and words in their play activities. Children develop their fine motor skills. They regularly take part in creative craft activities and learn to manipulate materials, such as wool. The childminder effectively supports children's concentration, listening, attention and mathematical skills through a wide range of play activities. The childminder forms successful partnerships with parents. She updates them regularly on their children's progress. The childminder includes parents' views in the planning for children's learning. Parents are effectively supported to extend their children's learning at home.

### Personal development, behaviour and welfare are good

The childminder skilfully explains to children why they need to do things to keep themselves safe. She regularly reminds them to hold on when walking down the stairs and to remember to use their walking feet indoors. Children have many opportunities for fresh air and physical exercise. They attend regular outings to places, such as the park and zoo. Children also visit local toddler groups and the houses of other childminders. They develop good social skills as they learn to mix with other adults and children. Children experience a smooth move from their home to the childminder's setting. The childminder liaises with parents before children start, to learn about their likes, dislikes and care needs. She then ensures that she continues children's established routines so that their care needs and well-being continue to be fully supported. In addition, the childminder supports children to be emotionally prepared for the move to school. Children visit the school regularly with her, talk about school and take part in activities that mirror school routines.

### Outcomes for children are good

All children make typical progress and most make better than typical progress for their ages. Any emerging gaps in their learning and development are identified and addressed effectively. Children are well prepared for the next stage in their learning, including the move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY398920                                                                          |
| <b>Local authority</b>             | Essex                                                                             |
| <b>Inspection number</b>           | 860002                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 9                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 2 December 2010                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2009 and lives in Colchester, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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