

Childminder Report

Inspection date

13 August 2015

Previous inspection date

19 July 2010

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

- The childminder has a good knowledge of how the children learn. She uses this to provide a wide range of activities indoors and outside that promote children's enthusiasm to learn. Children make good progress in all areas of learning and are well prepared for school.
- Children form warm, caring bonds with the childminder, her assistant, her family and each other. The childminder provides an inviting, welcoming and family-orientated environment. Children settle very well and show high levels of confidence and self-esteem in their play.
- The childminder provides clear, age-appropriate boundaries for the children. She has high expectations of their behaviour and supports their social skills well. Children regularly attend toddler groups with the childminder where they develop their ability to mix with other children and communicate with new people.
- The childminder forms successful partnerships with parents. She regularly updates parents on their children's progress and invites them to contribute to children's development records. Parents are well informed and effectively extend their children's learning at home.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to extend children's understanding of cause and effect and how things work.
- The childminder's professional development plans for herself and her assistant are not sharply focused enough to consistently achieve very high levels of teaching.

What the setting needs to do to improve further

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

- provide more opportunities for children to discover how things work as they transport items and experiment with resources in their play
- strengthen the professional development plans, so that they are more sharply focused and targeted, in order to achieve and maintain an even higher quality of teaching.

Inspection activities

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

Inspector

Daniella Tyler

Inspection findings

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

The childminder gets to know children well through regular observations and assessments of their capabilities. She uses this information to plan exciting and challenging activities that are tailored to children's individual needs and interests. Consequently, all children make good progress. The childminder follows children's lead well in activities and adapts her practice accordingly, effectively extending their learning. She promotes children's communication and language skills well. The childminder and her assistant add new words into children's vocabulary and extend their ability to join words together to create sentences. Children communicate their needs to the childminder and her assistant well and have good levels of understanding for their ages. The childminder supports children's ability to develop their imagination. She encourages children to pretend that one object is something else in imaginative play. However, the childminder does not provide enough opportunities for children to discover how different objects work. They are not always made aware of how to transfer different objects and resources or become aware of the concept of cause and effect when pouring and filling.

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

The childminder understands the importance of providing children with a smooth move from their home to her setting. She obtains a wide range of information from parents when children start so that she can provide an environment that supports their emotional well-being. The childminder provides a balanced diet for children, offering healthy snacks and meals. She supports children's independence well. Children have many opportunities to make their own choices in their play and develop their self-care skills, such as washing their hands and putting on their own shoes. The childminder provides a wealth of opportunities for children to take part in physical exercise. Children regularly attend the local parks, forests and enjoy daily fresh air in the childminder's well-resourced garden.

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

The well-qualified childminder has a good understanding of the Early Years Foundation Stage requirements and implements them well. The childminder knows the possible indicators of abuse and neglect. She knows the appropriate action to take if she has concerns about the welfare of a child in her care. Her robust risk assessments and daily checks of the environment ensure that children remain safe. The childminder tracks children's progress and evaluates her setting well. She regularly obtains the views of her assistant, children, parents and other childminders to inform her planning of challenging but achievable targets for improvement. The childminder and her assistant complete mandatory training as well as attending the local authority meetings to keep up to date with current guidance and legislation. However, the childminder's professional development plans for herself and her assistant are not sharply focused enough to raise the standard of practice to the highest level.

Setting details

Unique reference number	EY401849
Local authority	Essex
Inspection number	850391
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	19 July 2010
Telephone number	

The childminder was registered in 2009 and lives in Tiptree, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works alongside her assistant. She provides funded early education for two-, three- and four-year-old children.

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