

Inspection date	7 April 2015
Previous inspection date	20 October 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 make independent choices as they easily access good-quality resources and activities. The childminder thoroughly considers children's individual needs when purchasing new resources, such as chunky crayons, to support children's early writing skills.
- Children behave extremely well and are very happy and settled with the friendly childminder. She provides them with consistent clear boundaries and a caring and nurturing environment. They thoroughly enjoy playing games with each other and welcome the childminder's sensitive interaction in their play. Consequently, their well-being is effectively promoted as they build secure attachments.
- The childminder has a good knowledge of safeguarding procedures and practice. As a result, appropriate action is taken to minimise risks and to keep children from harm.
- The childminder plans a varied range of exciting daily outdoor experiences to effectively enhance children's physical development. For example, she transports equipment, such as beanbags, hoops and balls, to forests and local parks to create obstacle courses and fun egg and spoon races.
- The quality of teaching is good. The childminder has a secure knowledge of how children learn and develop. Consequently, children make good progress and acquire a wealth of skills required for the next stage in their learning.

It is not yet outstanding because:

- The childminder has not explored further strategies for extending the partnership with providers of other settings that children attend.
- The initial information about children's learning that the childminder obtains from parents is not sufficiently detailed to fully support her identification of their precise learning needs.

What the setting needs to do to improve further

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

- strengthen the partnerships with other early years providers where children attend to support continuity in children's learning, particularly exploring further ways to overcome any barriers to communication
- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan more precisely for their continued progress from an early stage.

Inspection activities

- The inspector observed a range of indoor play activities and spoke to the childminder and children at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, evidence of the suitability of adults who live at the premises, a selection of policies, safety procedures and required documentation.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Inspection findings

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

The childminder's detailed observations and precise assessments of children's skills enable her to accurately identify and plan for their next steps in learning. She supports children's emerging communication very well. This is because she consistently responds to what children say and do. She introduces them to new descriptive words, such as sticky and wet, as they explore the texture of glue on their hands. Older children respond to the childminder's probing questions, which challenge their critical thinking. They predict which animals produce eggs as part of a life-cycle theme, and use complex sentences to recall a recent visit to a relative. Children are active learners who are fully involved in their own learning. For example, they collect twigs and leaves to create bird nests. Parents are kept informed of how to support their children's learning at home. They describe the childminder as exceptionally supportive. She works closely with them to obtain relevant information when children first begin attending. However, some of the initial information obtained does not include enough detail of children's development to enable her to plan even more precise next steps in learning to maximise their early progress.

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

Children develop good self-esteem and confidence because of the genuine praise and encouragement they receive for their achievements. The childminder displays their wonderful artwork within her home. This helps them to feel valued. Consistent reminders and clear explanations ensure that children are fully aware of how to keep themselves safe. They develop good independent skills and demonstrate a real sense of responsibility. For example, they help the childminder to set the table for snacks and meals and tidy away toys before getting others out. Children receive a very good range of healthy nutritious food, which the childminder provides. She has a comprehensive knowledge and a clear system in place to support children who have food allergies.

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

The childminder has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage. She demonstrates a strong commitment to continuing to develop her knowledge by attending training and researching new initiatives online. As a result, the childminder now has an enhanced understanding of new strategies to manage children's behaviour. The childminder is reflective and continuously evaluates her practice and monitors the educational programmes. She is aware of the need to form positive working relationships with other provisions that children attend. She takes account of the topics and themes that children are learning in nursery or school, by planning activities that complement these. However, she has not explored ways to extend this partnership particularly with those settings who do not fully respond to her approach. This means that some information relating to children's achievements and identified next steps in learning is not consistently shared, to further support continuity of learning.

Setting details

Unique reference number	EY429936
Local authority	Essex
Inspection number	853045
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	20 October 2011
Telephone number	

The childminder was registered in 2011 and lives in Debden. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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