

Inspection date	24 February 2015
Previous inspection date	20 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 children learn. She uses this to provide a range of challenging and exciting activities, that encourage the children to explore and learn through their play. As a result, they make good progress, given their starting points and capabilities.
- The childminder provides a well-resourced, stimulating environment with a range of easily accessible resources at the children's level. As a result, children show high levels of confidence and self-esteem as they make their own choices in their play.
- The childminder forms warm, caring bonds with the children. She ensures that they feel safe, secure and happy, as she provides consistency in their care and encourages them to form friendships.
- The childminder has formed successful relationships with parents. She regularly shares information with them about their children's learning and they contribute what they know their children are learning at home. As a result, children are given a range of opportunities to make good progress in their learning and development.
- The childminder's systems for evaluating her setting are effective. They highlight her strengths and areas for improvement. She regularly seeks the views of parents, children and other professionals through questionnaires and verbal discussions.

It is not yet outstanding because:

- The childminder's professional development programme is not yet astute or sharply focussed enough to support her on her journey towards achieving excellence.
- The childminder provides fewer opportunities for children to see labels and print in the environment, so they can develop their literacy skills even further.

What the setting needs to do to improve further

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

- strengthen professional development plans, so that they are more sharply focussed and specifically targeted on raising the quality of care and teaching to an outstanding level
- enhance further the labels and words in the environment, to support children to extend their literacy skills, as they learn to recognise letters and words in their play.

Inspection activities

- The inspector observed activities in the childminder's home, in the garden and had a tour of the areas that are used for childminding.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector held discussions with parents and viewed parents feedback on questionnaires.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures and evidence of the childminder's and other household members suitability.

Inspector

Daniella Tyler

Inspection findings

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

Children learn well in the childminder's care. She completes accurate assessments of the their capabilities. Consequently, she is able to plan activities that are tailored to the children's individual needs and interests. Therefore, children make good progress in all areas of learning. Children are well prepared for the next stage in their learning, including the move to school. The childminder supports children in learning about the world around them. She encourages them to touch and feel ice cubes and adds new words to their vocabulary, such as 'chilly' and 'freezing'. Children develop their problem solving and mathematical skills. The childminder sits close with the children in their play encouraging them to fit puzzles together and to work out how they will stacks bricks on top of each other, so they balance. She provides a range of writing and drawing resources for the children. However, there are few labels and signs in the environment to encourage the children to recognise words and understand that print has meaning.

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

Children develop their independence skills as the childminder encourages them to put on their own coats, shoes and wash their own hands. Children develop good social skills as the childminder encourages them to use good manners. They are provided with healthy snacks and homemade meals. Children feel valued and respected as the childminder seeks their views and praises them for their achievements. The childminder encourages children to learn boundaries and behave appropriately, by reminding them what is acceptable behaviour. Children regularly access the garden and play with footballs and other physical equipment, to ensure they have regular exercise and fresh air. The childminder supports children to manage risk and understand how to keep themselves safe, such as reminding children to watch where they are going when walking down steps. Children also take part in regular evacuation procedures, to ensure they know how to keep themselves safe in an emergency.

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

The childminder implements the learning and development requirements well and keeps children safe. She carries out daily checks of the environment, including outings, to ensure that children are protected from harm. All members of the household have the relevant suitability checks in place to ensure that children are safeguarded. The childminder oversees children's progress to ensure that she can provide children with the appropriate support in their learning, so they continue to make good progress. She completes training to improve her knowledge and skills in supporting children's learning. However, her professional development plan is not specifically targeted to identify areas for training that will help her achieve and maintain outstanding practice. The childminder has formed successful partnerships with other early years settings the children attend. She meets with them regularly to share information about children progress and to work together in planning activities, that will support the children in making good, all-round progress.

Setting details

Unique reference number	EY441330
Local authority	Essex
Inspection number	1003308
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	20 July 2012
Telephone number	

The childminder was registered in 2012 and lives in Rochford, Essex. She operates during term time only from 7am to 6pm, Monday to Friday, except for family holidays.

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