

# Webber, Jessica Anne

9 Cooks Mead, Uplyme, Lyme Regis, DT7 3XJ



<b>Inspection date</b>	30 October 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children are happy and content. The childminder successfully helps each child to feel valued and welcomed in her care. Children form warm, trusting relationships with her, gaining confidence and a good sense of emotional well-being.
- The childminder continually reflects on her practice and makes ongoing improvements to promote positive outcomes for each child. For example, she has identified ways of planning purposeful, exciting play activities that support children's individual next steps of development more effectively. Children enjoy their learning and make good progress.
- The childminder forms positive partnerships with parents. Their written comments note that they are highly impressed with the care and interesting activities the childminder provides, and are reassured that their children are safe and happy with her.
- Children behave very well. The childminder uses positive reinforcement very well to help children understand their feelings and how to manage these from a young age. She is calm, patient and keeps consistent boundaries, praising children often to help them gain good self-esteem.

### It is not yet outstanding because:

- Although the childminder provides a variety of toys, she does not always consider the availability or children's access to some resources to fully extend their interests and support their independent learning and choices further.
- The childminder misses some opportunities to help children develop their self-identity and understanding of similarities and differences between their lives and those of others.

## What the setting needs to do to improve further

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

- monitor children's use of resources more closely, to fully extend their interests and enable them to consistently make independent choices to support their ongoing learning
- provide more opportunities for children to develop their self-identity and understanding of how others live.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records of evidence of suitability.
- The inspector took into account the written views of parents.
- The inspector undertook a joint observation of an activity with the childminder and discussed children's learning and development.
- The inspector had discussions with the childminder about self-evaluation and how she makes ongoing improvements.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibility to protect children's welfare. She knows how to manage any safeguarding concerns. The childminder assesses the suitability of her assistants' practice and supports them well in their roles. For example, she keeps them up to date with children's developing abilities, so they work together to support children's ongoing progress. The childminder continues to develop her own knowledge of childcare issues well. For instance, she has completed training that has raised her knowledge of ways to promote children's learning outdoors, and she is developing the garden area to support this type of play further. The childminder works closely with parents to meet their children's specific needs. She regularly liaises with them and other settings children attend, to maintain continuity for their care and learning.

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

The childminder is qualified and experienced. She skilfully uses her knowledge of child development to provide a wide range of exciting experiences that encourages children's socialisation and learning skills. For example, children have fun making friends at toddler groups and like going on a train with the childminder to a nearby town, where they enjoy lunch in a café. They show interest in wildlife, such as the spiders and water creatures that they see at a nature reserve, or a snake they see when they visit a local pre-school. The childminder encourages children's coordination and mathematical skills effectively. For instance, children enjoy playing with bubbly water or sand. They concentrate well, filling and emptying pots, pans and toy trucks. The childminder gets to know children's individual ways of learning well and monitors their ongoing progress effectively, understanding how she can help each child to make continual and positive achievements.

### Personal development, behaviour and welfare are good

The childminder actively promotes children's good health and physical well-being. For example, children like going for walks with the childminder to collect pebbles and shells at the nearby beach. Younger children climb carefully in and out of the sand pit outside. The childminder encourages children to share and respect the needs of others. The childminder talks to children about foods that keep them healthy and they develop positive attitudes to eating well. For example, children like collecting eggs for their meals with the childminder from her chickens and help her grow strawberries and potatoes.

### Outcomes for children are good

Children are curious and motivated to learn. They develop good communication and language skills. For example, younger children tell the childminder about their, 'dumper truck' and its, 'big wheels'. Older children act as good role models for their younger friends and they play cooperatively. For instance, younger children learn to share and independently take a toy car to a friend for them to play with. Children gain the skills they need to prepare them for their future learning at school.

## Setting details

<b>Unique reference number</b>	EY488864
<b>Local authority</b>	Devon
<b>Inspection number</b>	1013655
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Jessica Anne Webber
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07790172614

The childminder registered in 2015 and lives in Uplyme, Dorset. She is available to care for children Monday to Thursday, all year round. At times, she also works with two assistants. The childminder has early years teacher status. She receives funding to provide free early years education for children aged two, three and four years.

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