

Childminder report

Inspection date	8 August 2019
Previous inspection date	19 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 successfully recognises each child's individual needs and helps them to feel valued and welcome in her home. She has organised resources well to encourage children to make independent choices in their learning.
- Children form strong attachments to the childminder and each other. The childminder acts as a positive role model. She teaches children to use good manners and to take turns and share in their play. Children learn how to interact with others, which helps to develop their confidence and support future friendships.
- Children have opportunities to socialise with other children and adults. For example, the childminder often meets with other local childminders. She arranges trips to the library and soft-play centre, where children learn to participate with others in group activities.
- Children display very good communication and language skills. The childminder interacts very well with the children. She sits at their level, offering lots of praise and encouragement. She asks questions to help promote children's thinking skills.
- The childminder places a high priority on children's safety. She provides children with a safe and secure environment and they are encouraged to keep themselves safe. For example, they learn how to climb up the steps of the slide, and how to play safely on the climbing frame in the childminder's garden.
- The childminder has developed friendly relationships with parents. She keeps them well informed of children's daily activities and their ongoing progress. Written feedback demonstrates the high regard they have for the childminder.
- The childminder does not always make the most of ongoing training opportunities to update her existing knowledge and skills.
- Occasionally, the childminder does not fully extend children's interest in counting, size and numbers in order to further support their early mathematical skills.

What the setting needs to do to improve further

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

- make greater use of ongoing training opportunities to update and extend knowledge and skills further
- use all opportunities to encourage children's interest in counting, size and numbers to further extend their mathematical skills.

Inspection activities

- The inspector had a tour of the premises and viewed the areas used by the children.
- The inspector observed the children interacting with the childminder.
- The inspector discussed children's learning and development with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Jacqui Oliver

Inspection findings

Effectiveness of leadership and management is good

The childminder is very experienced and has been caring for children for many years. She knows the children well and helps them to feel valued and welcome in her home. Safeguarding is effective. The childminder ensures that children are kept safe and secure at all times. She understands the local safeguarding procedures to follow if she has any concerns about a child's welfare. The childminder checks her home and garden, and considers safety for any outings so that children can play and learn safely. She understands the importance of working in partnership with other settings. For example, she has established very good links with the schools that children attend to further support their learning and development.

Quality of teaching, learning and assessment is good

The childminder monitors children's progress well and identifies any gaps in learning and development. She effectively plans to address these, to help all children achieve well. The childminder interacts well with the children. She sits at their level to join in with their play and provides good support and guidance. Children quickly become familiar with the routines and are confident to make choices about their play. Younger children enjoy using different media, such as crayons, to develop their mark-making skills. Older children enjoy quieter activities after a day at school, such as drawing and playing board games. The childminder plans activities to extend children's understanding of the differences and similarities between themselves and others, to develop their awareness of the wider world.

Personal development, behaviour and welfare are good

The childminder provides a relaxed and homely environment where children develop a positive sense of belonging. Children form strong attachments to the childminder and show they are happy and settled in her care. Children behave well. The childminder gives them lots of praise, which helps to boost their confidence and self-esteem. They rest when needed, and have daily opportunities for fresh air and exercise outdoors. They develop their physical skills and learn to take manageable risks as they play at the park, or in the childminder's garden. The childminder has lots of resources, such as ride-on toys, a slide and a climbing frame. Children are supported well for their move onto school. They accompany the childminder on the school run and become familiar with the school environment and teachers.

Outcomes for children are good

Children make good progress and are working securely within the stage of development expected for their age. They are able to communicate well and play happily together. Children are developing a love of books and have favourite stories. They use their imagination well. For example, they enjoy serving food to each other in the play house. Children develop a good sense of responsibility as they help the childminder clear away toys at the end of activities. They are gaining the skills that will help to prepare them for the next stage in their learning and their eventual move onto nursery or school.

Setting details

Unique reference number	EY300408
Local authority	Thurrock
Inspection number	10072136
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 November 2015

The childminder registered in 2005 and lives in Stanford-le-Hope, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

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