

Childminder Report

Inspection date

19 November 2015

Previous inspection date

27 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The quality of teaching is good. This helps children to make good progress in their learning and development.
- The childminder provides a safe environment for children to explore. She supervises them well at all times. She uses a broad range of policies to support her good practice and carries out regular risk assessments to help ensure children are kept safe.
- Children enjoy the time they spend with the childminder. They develop close bonds with her and other children. This helps them feel emotionally secure in her care.
- Partnership working with local schools and early years settings helps children to prepare for the move when the time comes.
- The childminder regularly reviews her practice. She is passionate about the care she provides for children and strives to make changes in order to improve outcomes for them.

It is not yet outstanding because:

- The childminder does not share enough information with parents about children's identified next steps in learning.
- The childminder does not always gain important information from parents when children first start. This inhibits her ability to precisely plan for children's learning from the outset.

What the setting needs to do to improve further

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

- share more information with parents about children's identified next steps for learning to enable them to guide their children's learning at home
- gather more information from parents about children's prior achievements and levels of development and use this to plan precisely from the start.

Inspection activities

- The inspector observed the childminder engaging with children in a range of learning activities.
- The inspector held discussions with the childminder and engaged with children during the inspection.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records.
- The inspector checked evidence of the childminder's qualifications and the suitability of all persons in the household aged over 16 years.
- The inspector looked at and discussed the childminder's improvement plans and self-evaluation form.
- The inspector jointly observed and evaluated an activity with the childminder.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the possible signs and symptoms of abuse. She is confident about the procedure to follow should she have concerns about a child in her care. The childminder keeps her knowledge up to date with regular training. The childminder regularly monitors children's development to ensure that any gaps in learning are identified and acted upon. This ensures that children are making good progress in their learning and development. The childminder often meets up with other childcare professionals to exchange information and share good practice. She also makes good use of early years guidance documents to help guide her in delivering good quality care and education. The childminder completes regular assessments and shares these with parents. However, information about children's next steps in learning is not routinely shared in order to enhance learning at home.

Quality of teaching, learning and assessment is good

The quality of teaching is good because the childminder engages well with children. She interacts with them, asking questions to make them think and extending their vocabulary by adding new words as they play. Children who speak English as an additional language are supported well. The childminder makes good use of signs, symbols and gestures to aid communication. She regularly observes children and uses this to plan interesting and exciting activities. Children learn about technology while exploring and pressing buttons on electronic equipment. The childminder gathers some information from parents when the children first start with her. However, she does not always ask parents what their children already know and can do. This inhibits her ability to be able to plan precisely for children from the very beginning.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. New children are introduced to her setting on a gradual basis. This helps children to feel emotionally secure. Children's behaviour is good. They respond positively to the childminder's gentle guidance about expected behaviours and her praise for their good efforts. This motivates children to want to try again. She encourages children to become independent and learn to take care of their own care needs, relative to their ages and capabilities. Children's physical skills are promoted well as the childminder's garden and local parks and open spaces are regular features of the day. Resources and space are used well, offering children choices and challenge. They help themselves to what they want to play with and play together well.

Outcomes for children are good

All children make good progress from their starting points. They are supported effectively to develop the key skills needed for their future learning including moving on to school.

Setting details

Unique reference number	EY300408
Local authority	Thurrock
Inspection number	873015
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	27 February 2012
Telephone number	

The childminder was 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.

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