

# Childminder Report

**Inspection date**

13 May 2015

Previous inspection date

20 October 2011

|                                                                                        |                         |             |          |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|                                                                                        | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

**This provision is good**

- Children feel safe and secure in the childminder's home where she provides a caring and loving environment, which enhances their sense of belonging.
- Overall, the quality of teaching is good. Children make good progress in relation to their starting points and capabilities. The childminder provides varied and exciting experiences for them, particularly in the garden, based on their needs and interests.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health.
- The childminder promotes children's communication and language effectively, introducing new words in the context of play and activities.
- The childminder has clear expectations for children's behaviour. She encourages them to share resources and take turns, so they learn to respect the needs of others.
- The childminder fully understands her responsibility to protect children from harm. She is very clear about the procedures to follow should she have a concern about a child's welfare. This helps to keep children safe.

**It is not yet outstanding because:**

- The childminder does not maximise children's opportunities to learn about numbers and mathematical shapes.

## What the setting needs to do to improve further

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

- increase children's opportunities to learn about numbers and shapes, for example, through displaying numerals and shapes, both indoors and in the garden.

## Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the observations of children's play and learning, in the home and garden.
- The inspector discussed with the childminder how she delivers the educational programmes for the children.
- The inspector checked evidence of the childminder's safeguarding knowledge, and took account of her self-evaluation and the views of parents.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector carried out a joint observation with the childminder.

## Inspector

Joanne Barnett

## Inspection findings

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

The childminder plans a stimulating learning environment that covers the seven areas of learning. The childminder's monitoring and tracking of children's progress is consistent between the age groups and she shares the next steps for their learning with parents, to support home learning. The childminder encourages children to think by asking them open-ended questions. She speaks clearly and introduces new vocabulary to extend their language, such as 'boats floating on the water'. Some labels are in use around the home, for example, on storage boxes. This supports the children's recognition that words carry meaning. Babies play with a range of suitable toys to promote all areas of their development. Occasionally the childminder counts the numbers of everyday objects, such as the pencils. However, there are no pictures of shapes or printed numbers clearly visible to help children to recognise numbers and shapes. The childminder encourages children to make independent choices and explore. As a result, children become active learners as the childminder helps children secure the skills they need to be ready for school or their next stage of learning.

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

The childminder provides a warm and welcoming home where children thrive. She praises children and builds their self-esteem to promote their emotional well-being. As a result, children settle quickly and make positive relationships with adults and other children. The childminder helps children become independent in managing their personal hygiene routines, such as handwashing and putting on their shoes. The childminder teaches children about road safety when on outings, so they learn how to keep themselves safe. Children attend various activities in the local community to develop their social skills and confidence. The children listen well to her and respond positively to the praise and encouragement they receive. Children are able to be active and engage in physical play in the garden as they use the slide, ride-on toys and play in the sand and water.

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

The well-qualified childminder clearly understands the Early Years Foundation Stage and monitors children's progress effectively. As a result, children receive good quality care and learning opportunities during the day. The childminder thoroughly reviews risks in the environment and involves children in helping to keep her home safe and secure. For example, children help to tidy resources away. The childminder uses self-evaluation to identify how she plans to improve, seeking the views of parents to help drive improvement. She is determined to continue to make positive changes and attends training to strengthen her knowledge. The childminder understands the importance of working in partnership with parents as she provides a daily diary.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY363698        |
| <b>Local authority</b>             | Thurrock        |
| <b>Inspection number</b>           | 857697          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 17          |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 5               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 20 October 2011 |
| <b>Telephone number</b>            |                 |

The childminder registered in 2007 and lives in Purfleet, Essex. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate qualification at level 3.

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