

Childminder Report

Inspection date

12 October 2015

Previous inspection date

6 December 2010

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 childminder has built effective relationships with the children, which help them to feel confident and emotionally secure. She encourages children to share, take turns and use good manners. This helps children to behave well and understand what is expected of them from a young age.
- The childminder builds children's confidence in speaking and listening. She introduces new words, models language and emphasises meaning throughout their play and activities. Children develop the skills required for the next stage in their learning.
- Children enjoy healthy snacks and meals and anticipate food routines with interest. Children learn to be independent as they feed themselves.
- The childminder has well-established relationships with other early years settings and schools. This enables her to share children's assessments with other professionals and discuss ways to provide continuity in their learning.
- The childminder is committed to providing children with good quality care and learning experiences. She regularly seeks the views of parents. This enables her to make positive changes and to develop and improve her good practice further.
- The childminder has successfully addressed the recommendation raised at the last inspection. Observations and assessments have been reviewed, resulting in a clearer understanding of reviewing children's achievements.

It is not yet outstanding because:

- Parents are not routinely encouraged to share information regarding children's skills and interests at home to enable them to work with the childminder to enhance their learning.

What the setting needs to do to improve further

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

- build on the current arrangements for sharing information with parents to include more information about what their child achieves at home, so that this can be taken into account when planning for children's future learning.

Inspection activities

- The inspector spoke with the childminder, the assistant and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector checked evidence of the training and suitability of all adults working with the children or living on the premises.
- The inspector took account of the views of parents.

Inspector

Joanne Barnett

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses her good knowledge of the Early Years Foundation Stage to ensure that she meets all requirements. The arrangements for safeguarding are effective. The childminder and her assistant have a secure understanding of their roles and responsibilities relating to safeguarding. They know the procedures to follow if they have any concerns about the welfare of a child in their care. The childminder evaluates the service provided, checks the practice of her assistant and ensures first-aid training is updated. She takes into account the views of parents and children in her evaluation, so that new ideas can be implemented. However, there is scope to extend the existing partnerships with parents to share more information about children's learning to enable them to make even greater progress.

Quality of teaching, learning and assessment is good

The childminder and her assistant plan activities using their knowledge of children's interests and what they need to learn next. The childminder is naturally interested in the way that children learn. She knows their personalities, preferences and developmental needs well. This helps her to plan activities that are currently meaningful to each child. A painting activity keeps children thoroughly absorbed because the childminder plans it well and incorporates their interests. Babies confidently investigate their environment, practising their developing mobility. Children enjoy books and point out familiar characters in the pictures. This gives children a very good introduction to early reading.

Personal development, behaviour and welfare are good

Children are safe, happy and settled in a nurturing environment. They approach the childminder and her assistant with ease. Children enjoy cuddles and reassuring words from her when they are tired and need to sleep. The childminder encourages children to be kind to each other and to be aware of how their actions affect others. She praises both their efforts and achievements. This helps children to believe in their own abilities and develop good social skills that support them when they move on to the next stage in their learning. The childminder makes use of her garden, the local parks and toddler groups to help children be physically active and enjoy exercise. Children's health and safety are suitably promoted by the childminder as she encourages them to consider effective hygiene practices, such as handwashing before eating snacks and after nappy changes.

Outcomes for children are good

The childminder is committed to improving her professional knowledge and practice; she has attained a childcare qualification, attends training and seeks advice from other professionals, using this knowledge to improve outcomes for children. The childminder monitors children's progress by regularly tracking their development. This information is used to plan for children's next steps in learning and is shared with parents. Children make good progress and are prepared well for starting school.

Setting details

Unique reference number	EY407252
Local authority	Thurrock
Inspection number	874199
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	14
Name of provider	
Date of previous inspection	6 December 2010
Telephone number	

The childminder registered in 2010 and lives in Stanford-le-Hope, Essex. She works with her husband who is an assistant. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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