

Childminder report

Inspection date	22 August 2019
Previous inspection date	12 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her assistant provide a well-organised, safe and welcoming home environment for children. The childminder's professional qualification and experience support her understanding of how children learn and develop. She makes the most of every opportunity to develop children's learning.
- Children show that they are extremely happy and settled in the childminder's care. She is exceptionally warm and attentive towards them and meets their emotional and physical needs very well. This helps them to feel valued and welcome in her home.
- Children thoroughly enjoy being outdoors. The childminder provides many stimulating learning opportunities in the garden. She plays alongside children and follows their interests. For example, she recognises young children's fascination with water. Children delight in using soap to wash their dolls.
- Children take part in exciting activities which support their understanding about different festivals and each other's differences and similarities. They play with superb resources that promote positive images of equality and diversity.
- Children's communication and language skills are developing well. The childminder talks to them about what they are doing and introduces new words to extend their vocabulary. Younger children are developing good listening skills and they are beginning to find their voice.
- The childminder and her assistant have developed excellent relationships with parents. All parents are extremely happy with the care and education they provide for their children. They describe the childminder as being 'fantastic, kind and caring'.
- Although the childminder gathers information from parents about children's care needs before they start attending, she does not consistently obtain information about what children know, understand and can do, to help her closely monitor their progress.

What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know, understand and can do when they begin attending, to help clearly establish starting points and monitor children's progress even more precisely from the start.

Inspection activities

- The inspector had a tour of the premises and viewed the areas used by children.
- The inspector observed 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 well qualified and committed to offering the best provision she can for children and their families. She has high expectations for herself and her assistant. The childminder reflects on her practice extremely well and monitors the practice of her assistant effectively. Safeguarding is effective. The childminder and her assistant understand the signs and symptoms which may indicate a child's welfare is at risk and know how to respond if they have concerns. They attend regular training to maintain a good knowledge of a wide range of safeguarding issues. The childminder carries out risk assessments of her home, garden and places she visits with the children to help keep them safe. She forms very good partnerships with local pre-schools and schools. This helps children to move on to their future education confidently.

Quality of teaching, learning and assessment is good

The childminder makes good use of the space in her home. Children can choose from a wide range of activities and resources indoors and outside. The childminder makes regular observations of children's play to help her to identify what they do well and what they need to learn next. She provides a wide variety of stimulating activities and experiences which are linked to children's interests and learning needs. For example, the childminder identifies that children are very keen to use construction resources. She plans activities using a range of materials to extend their skills. Children learn about numbers and counting during daily routines. For example, they count the raspberries on their plate at snack time. Children learn about the world they live in as they enjoy visits to the library, reservoir, park, farm and zoo.

Personal development, behaviour and welfare are outstanding

The childminder is warm, welcoming and caring. She is an excellent role model, treating children with kindness and respect. Children demonstrate that they feel extremely confident and secure with the childminder as they enjoy snuggling up close to her when they are getting tired. The childminder skilfully guides children's behaviour using gentle reminders. She teaches them to be considerate to others. Children show care and kindness in their play. For example, they are attentive to their dolls as they wash and dry them and put them to bed. Children talk about healthy meals, rest when needed and have a wealth of opportunities for physical play. The childminder successfully teaches them to be aware of risks and their own personal safety.

Outcomes for children are good

Children make good progress and are working securely within the stage of development expected for their age. They are active learners and well motivated in their play. Younger children explore their environment happily and investigate new toys. They develop independence and begin to manage their own personal hygiene. Children get along well together and learn to share and take turns. They take part in exciting local outings that help broaden their experiences. All children develop a love of books and enjoy listening to stories. They have many opportunities to develop the skills they need for future learning and for their eventual move on to school.

Setting details

Unique reference number	EY407252
Local authority	Thurrock
Inspection number	10072138
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	17
Date of previous inspection	12 October 2015

The childminder registered in 2010 and lives in Stanford-le-Hope, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with a registered assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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