

Inspection date	10 February 2015
Previous inspection date	13 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has high expectations of the children in her care and provides experiences, which are enjoyable and challenging. Through skilful, playful teaching, she encourages them to persevere with all activities, enabling them to make good progress towards the early learning goals.
- Partnerships with parents are extremely effective as the childminder uses a variety of strategies to encourage their participation and feedback. Therefore, they are fully involved in all areas of meeting children's individual care and development needs and are able to extend the learning at home.
- The childminder teaches children to behave well as she implements consistent rules and boundaries in the home and offers children clear explanations. Therefore, they know what is expected of them and learn how to keep themselves safe from harm.
- Safeguarding measures are robust. The childminder completes detailed daily risk assessments on all the areas used and is aware of her roles and responsibilities to promote the safety and welfare of children.

It is not yet outstanding because:

- The childminder does not always fully work in partnerships with all the other settings that children attend to maximise children's individual learning through planning complementary activities.
- Children are not always able to use a wide range of resources to explore with and extend their learning during adult-led activities.

What the setting needs to do to improve further

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

- strengthen the partnerships with the other settings that children attend to support their all-round progress by developing more effective ways to share information about their learning and development
- extend opportunities for children to use a wider range of resources to explore with during adult-led activities to encourage further decision making and extend their learning.

Inspection activities

- The inspector observed general play and the snack and lunchtime routines. She talked to the childminder and children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and discussed the intentions and learning outcomes with the childminder.
- The inspector reviewed the childminder's self-evaluation and further information stored within a software program the childminder uses, including children's files and assessments.
- The inspector took account of the views of parents through a selection of written references.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

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

Children access a good selection of inviting activities both indoors and outside. These include many natural resources and innovative ideas to stimulate their play. The childminder understands the learning and development requirements well and completes precise assessments on all children. This ensures that they are making progress as expected. She tailors activities to ensure that children cover all aspects of their learning. For example, she encourages those who often choose to play with cars to develop their smaller physical skills. The childminder supports them to make a birdfeeder by threading cereal hoops onto pipe cleaners to hang outside. She extends the learning further by helping young children to estimate and then use numbers for counting to see how many hoops they have used. The childminder offers support throughout and regular praise for their achievements, raising their self-esteem. Children reassess their learning and feel valued as they enjoy sharing the photographs taken of previous experiences. However, the childminder does not always maximise these focus activities by making a wider selection of resources available for children to explore and make further choices.

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

Children have developed secure affectionate attachments to the childminder who responds immediately to their requests. They learn to manage their own personal needs as she teaches them to wash their hands before mealtimes and attempt to put on their boots before going outside. This promotes their developing independence. Children have many opportunities to negotiate relationships and develop a range of social skills as they attend a variety of groups with the childminder. Furthermore, she teaches them to listen carefully and follow instructions at every opportunity. These activities help children to acquire the essential skills needed in readiness for school. Children have access to regular fresh air and exercise as they walk to and from school each day, and visit the local parks. This promotes their physical skills and supports them to live a healthy lifestyle.

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

The childminder has made significant improvement since her last inspection and now meets all of her statutory responsibilities. In addition, she uses self-evaluation effectively to highlight clear priorities for improvement. The childminder has an effective professional development programme in place to improve the outcomes for children. For example, following a course on sign language, she now ably assists non-verbal children to communicate. The childminder keeps herself up to date through the strong network she has established, which includes a local development officer and other childminders. These links also support her to maintain her good quality of teaching, such as by completing regular peer observations. However, the childminder has not yet managed to fully establish effective working relationships with all the other settings that children attend to fully complement their individual learning and development.

Setting details

Unique reference number	EY270268
Local authority	Thurrock
Inspection number	819864
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	13 January 2012
Telephone number	

The childminder was registered in 2003 and lives in Chafford Hundred. She operates all year round from 7.30am to 6pm, Monday to Friday, except family holidays. The childminder holds a relevant qualification at level 3 and provides funded early years education for three- and four-year-olds.

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