

<b>Inspection date</b>	14 April 2015
Previous inspection date	26 January 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

- The childminder is kind, affectionate and friendly. As a result, children quickly settle and form strong emotional attachments to the childminder.
- The childminder has a secure knowledge of children's interests and developmental levels. This enables her to plan and provide activities that motivate all children to learn and provide good levels of challenge. Consequently, children of all ages are making good progress.
- The childminder manages children's behaviour very well and she is always ready to support and comfort them when needed.
- The childminder provides healthy, balanced snacks and meals, which promote children's good health and meets their individual dietary needs.
- The childminder demonstrates a commitment to improving her own practice by identifying relevant training courses to attend and gains ideas and advice from local childminding groups.
- The childminder has strong relationships with the parents. She shares a range of information with them and regularly discusses their children's progress and learn about their children's experiences at home.

### It is not yet outstanding because:

- The childminder does not always provide opportunities for children to see numbers and labels outdoors to fully support their development of early mathematical skills.

## What the setting needs to do to improve further

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

- extend the teaching of mathematics using the outdoor environment, to strengthen children's learning.

## 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 checked evidence of safeguarding knowledge and took account of the childminder's self-evaluation.
- The inspector looked at all available documentation as part of the inspection process.
- The inspector took account of the views of parents, as recorded in written letters.
- 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 is effective in her teaching and provides good learning opportunities for children. Younger children develop their early communication skills by engaging and repeating words and phrases with the childminder. The childminder spends time playing with children and supporting their speaking and listening skills. She reads to the children and has books available for them to explore alone. The childminder encourages children to count and sequence as they play. As a result, this extends their mathematical skills. The childminder plans garden activities that include skittles and imaginary play with the dolls. However, outside learning does not always cover mathematics. The childminder and the children interact together well and clearly have fun. Children are progressing well in all areas of learning as the childminder identify children's next steps effectively.

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

The childminder's home is clean and well equipped. The childminder regularly assesses risks to keep children safe from harm. She helps children to form healthy habits by encouraging them to eat a nutritious diet. The childminder supports the children's emotional well-being securely. For example, children enjoy frequent cuddles and receive positive praise when they are kind or use good manners. The childminder takes the children on outings to toddler groups, other childminder's houses and nature walks in the field. As a result, children develop good social skills, grow in confidence and enjoy activities that enable them to explore the natural world and learn about road safety. This helps to develop skills to prepare children for when they go to school or pre-school.

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

The childminder clearly understands the learning and development, and safeguarding requirements of the Early Years Foundation Stage. She maintains a good range of policies which she shares and discusses with parents. The childminder has attended child protection training. Therefore, she has a good understanding of the procedure to follow if she has any concerns about the children in her care. The childminder is reflective in her practice and actively seeks the views of parents, children and childminding groups when deciding what she could improve in the setting. This enhances the outcomes for children's learning and well-being.

## Setting details

<b>Unique reference number</b>	EY283780
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	856263
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 January 2011
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Grays, Essex. She operates all year round from 7am to 7pm, Monday to Wednesday, except for bank holidays and family holidays.

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