

Inspection date	20 April 2015
Previous inspection date	1 February 2011

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

Summary of key findings for parents

This provision is good

- Children are happy and settled in the homely and welcoming environment. They have strong attachments to the childminder, who is very caring and attentive to their needs.
- The quality of teaching is good. The childminder checks children's learning regularly to identify any gaps, which helps to ensure children make good progress in all areas of learning. Children are well prepared for the next stages of their learning and in readiness for school.
- The childminder fully fosters partnerships with parents, which ensures that children receive consistent support to enhance their learning and development.
- The childminder has a very clear understanding of safeguarding requirements. She knows how to keep children safe on her regular school runs.
- The childminder shows a strong commitment to improving the quality of her provision. Children benefit from the improvements she makes as a result of knowledge gained on her training courses.

It is not yet outstanding because:

- The childminder does not provide an outdoor environment rich in print. This means children have limited opportunities outdoors to enhance their early reading 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 organisation of the resources in the outdoor environment to strengthen children's early reading skills.

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 safeguarding knowledge and took account of the childminder's self-evaluation and 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 meets with parents when children first start, so that she can gather information about children's current achievements and interests. This means that she can plan a wide range of interesting activities for children, which provide the right level of challenge. The childminder is alongside children as they play, helping them to be independent. For example, in a cooking activity children choose which cakes they want to make. The childminder talks with children about what they are doing and teaches them how to mix the ingredients together. She also offers different ideas to extend children's play, by providing additional resources, such as food colouring when making the icing. Children begin to understand that print carries meaning. They handle books with care and enjoy having stories read to them. The childminder has some words and numbers on display but these are not available outdoors to reinforce and strengthen children's learning.

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

The childminder provides children with a balanced diet of home-cooked food, regular snacks and drinks. She encourages children to play outside every day and they enjoy physical challenges, such as, using the climbing frames, bikes and slides. In this way, the childminder promotes children's physical well-being. The childminder is a good role model; she has a calm and affectionate manner with children and promotes their understanding of how to behave. She listens to what they have to say and they are confident that they are valued as a result. Children enjoy cooperative play, such as pretending to play shops and working together to get the baby pushchair out of the shed. Children are skilled at taking turns and sharing and are happy to take responsibility for tidying up. This means that children have good social and personal skills to help them in their future learning at school or pre-school.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. She carries out risk assessments and completes regular checks of the environment. In addition, she regularly reviews these to identify any new hazards and takes appropriate steps to minimise, reduce or remove the risks to keep children safe. The childminder monitors children's progress using effective assessments of their learning, which she shares with parents. This ensures that she works effectively with parents to address any gaps in children's learning. The childminder efficiently evaluates her provision. She is reflective and identifies her strengths and any areas for development, which helps ensure continuous improvement. The childminder has attended first-aid and safeguarding training and, therefore, is confident in how to manage any emergencies to keep children safe.

Setting details

Unique reference number	204286
Local authority	Thurrock
Inspection number	865242
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	1 February 2011
Telephone number	

The childminder registered in 1992 and lives in Grays, Essex. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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