

Childminder Report

Inspection date

30 June 2015

Previous inspection date

19 April 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

- The childminder uses her years of experience to teach children through play. The quality of teaching is good. The childminder and her assistant are both successful in taking up the opportunities to build on what children know and can do.
- The childminder and her assistant use skilful teaching to extend children's thinking. Children use the magnifying glasses to study things, such as the building blocks, hands and leaves in the garden, up close.
- The childminder and her assistant both have a secure knowledge of the child protection requirements. They know how to implement their procedures to ensure children's safety. They work with families on safeguarding issues to ensure children only go home with people the childminder has been fully informed about.
- Hygiene procedures are effectively implemented to help children learn to be responsible for their self-care. The children have a very good understanding of why they need to wash their hands and need few reminders to do so.
- The childminder evaluates her practice effectively. She sets herself targets for improving the experience of children. For example, by encouraging the parents to comment on children's assessments and to give her feedback on children's learning at home so she can use this in her planning.
- The childminder maintains her skills through training and helps her assistant to develop her skills as well. As a result, they are both skilled in teaching children and understand the learning and development requirements.

It is not yet outstanding because:

- The childminder does not always gather sufficient information from all other early years settings that children attend to fully inform her about children's achievements.
- The childminder and her assistant are not implementing the trampoline procedures consistently enough to help children learn about safety and risk.

What the setting needs to do to improve further

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

- enhance the effectiveness of assessments by making sure information from other early years setting that children attend is always sought and used
- extend children's understanding about their own safety by consistently explaining and applying the safety procedures, when using the trampoline.

Inspection activities

- The inspector observed activities in the kitchen/diner, playroom and garden. She reflected on children's learning with the childminder.
- The inspector, childminder, assistant and children had conversations at appropriate times during the inspection.
- The inspector looked at documentation relating to the day-to-day organisation of the childminding service, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder and those spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of the childminder and the suitability of others aged over 16 years, living and working in the home.

Inspector

Alison Reeves

Inspection findings

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

The childminder and her assistant use children's interests well to plan activities that they enjoy. They have lots of fun with the number tiles, showing their very good maths skills. Children thoroughly enjoy the water play. They fill and pour water from the container and the childminder helps to extend their understanding of quantity as they look at the measurements on the jugs. The childminder shares picture books with the children, helping them to develop their early interest in stories and reading. This helps to prepare children for their future learning in school. Children use the chalk board for drawing. The childminder supports a child who asks for help. She listens attentively and asks questions about the drawing, which encourages the child to add detail using imagination and descriptive language. The childminder works with parents to find out what children know and can do when they first start at her setting. She tracks children's progress effectively using her observations. However, she is not routinely taking account of what children do in other settings that they also attend, to support their rapid progress.

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

The childminder and her assistant are highly effective in helping children behave well. Parents say that they are firm and have a fair approach. They say this has improved children's behaviour at home and helps children to get along with others. Children are consistently encouraged to share toys and to take turns. The childminder and her assistant reinforce these messages effectively and provide plenty of praise. This builds children's confidence. The childminder ensures children have plenty to drink during the day; she encourages them to wear hats and sunscreen in the hot weather. In addition, she arranges outdoor activities under the shade of the tree, so the children benefit from the natural shade. The childminder maintains safe areas for play. Although the trampoline is closely supervised, children are not learning about the safest way to play. This is because they are not reminded to close the zip on the safety net and, sometimes more than one child is allowed on the equipment at once.

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

The childminder understands her duty to fulfil her responsibility for meeting the safeguarding and welfare requirements. Children are protected because those caring for them both have up-to-date knowledge about how to manage any accidents swiftly. The childminder keeps parents informed about children's progress and makes sure she shares assessments with them. She ensures her assistant's quality of the teaching supports children's learning by coaching and with supervision. The childminder reviews the policies that underpin the practice. She shares these with parents so they have a very clear understanding about her service. The childminder has a very good understanding of special educational needs and/or disabilities. She has many years of experience caring for children with complex needs and working with others to support families.

Setting details

Unique reference number	204220
Local authority	Thurrock
Inspection number	864076
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	19 April 2011
Telephone number	

The childminder was registered in 1987, and lives in Grays. She operates all year round from 7.30am to 6.30pm Monday to Friday, except for bank holidays and family holidays. She works with an assistant and provides funded early education for two-, three- and four-year-old children. The childminder also provides long-term care for older children with complex needs.

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