

Childminder Report

Inspection date

17 November 2015

Previous inspection date

20 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children form strong bonds and have warm relationships with the childminder. They are settled in her care, demonstrating that they feel safe as they include her in their play.
- The childminder provides a range of activities and experiences that helps children to learn about the world around them. Children have regular opportunities to visit local amenities and learn about the community they live in.
- The childminder knows what children can do and plans activities that help them to learn. She works closely with parents to ensure children get the support they need to make good progress in their learning and development.
- Children enjoy a safe and secure environment which effectively helps to support their well-being. The childminder ensures that potential risks are minimised and she conducts regular risk assessments to maintain children's safety.
- The childminder is a positive role model and treats children with respect. In turn, children behave well and demonstrate that they know what is expected of them as they adhere to boundaries of behaviour.

It is not yet outstanding because:

- The childminder does not always help children to think and explain what they know.
- The childminder does not always organise activities to extend children's concentration to the highest level.
- The childminder does not use her evaluation to look closely enough at the quality of her teaching. She does not routinely identify how to help children make even better progress.

What the setting needs to do to improve further

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

- provide more opportunities for children to have the time to express their ideas and demonstrate their understanding as part of their learning experience
- improve the organisation of planned activities and enhance children's involvement, enabling them to develop their concentration even further
- sharpen the focus of evaluation to improve teaching and to further raise standards to help children achieve at the highest level.

Inspection activities

- The inspector looked at the parts of the premises used for the care of children. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed teaching and learning activities in the indoor environment. She carried out a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the training and suitability of all adults living on the premises.
- The inspector discussed the childminder's self-evaluation and reviewed written feedback from parents.
- The inspector looked at a range of documentation, including a sample of policies and procedures and children's records.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure understanding of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Policies and procedures to support children's health, safety and well-being are successfully implemented. The childminder seeks the views of parents and children to improve her practice and responds positively to any suggestions. The childminder regularly attends training and meets with other childminders so that she remains updated with changes. She maintains a good overview of the progress that children are making. The childminder has formed good relationships with parents. Written comments show that they are happy with her provision.

Quality of teaching, learning and assessment is good

Overall, teaching is good. The childminder regularly observes children and assesses what they can do. She uses this information to plan suitably challenging activities to support children's next steps in learning. Children are encouraged to make choices in their play. The childminder routinely sits at their level and takes part in their play. She offers praise while children play and explore which helps motivate them to learn. The childminder interacts well with the children, talking to them and using actions to emphasise words. Children follow instructions well. They learn about cause and effect as they operate toys with buttons and simple mechanisms. Children use their creativity and imagination well. During role-play activities, children pretend to be doctors and confidently use different tools with a purpose. They use stethoscopes to listen to the childminder's heartbeat and thermometers to check her temperature. The childminder regularly shares information with parents about what their child can do and what they need to learn next. This means that parents can support children's learning at home.

Personal development, behaviour and welfare are good

Children are warmly welcomed in the childminder's home where their emotional needs are well met. The childminder is caring and affectionate and children demonstrate secure and trusting relationships with her. She knows children well and is attentive to their care needs and routines. Children's behaviour is good and the childminder is a good role model. Children spontaneously express their gratitude or apologise to others when necessary, demonstrating respect and caring attitudes. The childminder uses a range of activities and outings to raise children's awareness of the community they live in. Children's self-care skills are well supported. They wash their hands before meals and after toileting. The childminder encourages parents to provide healthy food options. Children have regular opportunities for fresh air and exercise in the garden. They use a variety of equipment in the park to help develop physical skills, such as balancing and climbing.

Outcomes for children are good

Children are self-assured and demonstrate self-confidence. They make good progress from their starting points and show an eagerness to learn. Children are well prepared for the next stage of their learning and for nursery or school.

Setting details

Unique reference number	204187
Local authority	Thurrock
Inspection number	864075
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20 July 2011
Telephone number	

The childminder was registered in 1978. She lives in Stanford-le-Hope, Essex. The provision operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and planned holidays.

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