

# Childminder Report

**Inspection date**

21 February 2018

Previous inspection date

17 January 2014

<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
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

- The experienced childminder has a good understanding of how children learn through first-hand experiences. The childminder makes regular observations of what children can do. He supports their play and learning well to help them to make good progress.
- Children form close attachments with the childminder and his co-childminder. This has a positive effect on their emotional well-being. The childminder works closely with his co-childminder to ensure that children have all their care needs met.
- The childminding provision is organised effectively to ensure that children can access the areas and resources safely. The childminder and his co-childminder complete daily checks of the premises to ensure that children are able to play safely indoors and outdoors.
- Children have daily opportunities for fresh air and exercise. This help to promote their good health and support their physical well-being.
- Parents express their thoughts about the care and education provided for their children. They are very complimentary about the childminding service provided.

### It is not yet outstanding because:

- On occasions, the childminder overlooks opportunities to extend children's thinking skills and learning to higher levels, to help them to make higher rates of progress.
- The childminder does not engage all parents effectively enough in their children's learning to promote better consistency between the setting and home.

## What the setting needs to do to improve further

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

- support all parents to be fully involved in their children's learning to share what children learn at home in order to promote more consistency between the setting and home
- enhance opportunities for children to develop their thoughts and to think through their own ideas, allowing them to take their learning to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at documentation, such as a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of persons living in the household.
- The inspector spoke to children and his co-childminder. She completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that he has a good understanding of safeguarding procedures. He knows the appropriate action to take if he were to have any concerns about the welfare of a child. The childminder regularly meets with other childminders and keeps up to date with developments in childcare practices. He attends additional training courses whenever possible to develop his own skills and to benefit the needs of children. Systems for self-evaluation are in place and used to identify the strengths and weaknesses of the setting. The childminder and his co-childminder seek the views of parents through questionnaires. This enables them to make positive changes and to develop, and improve their good practice further.

### Quality of teaching, learning and assessment is good

The childminder and his co-childminder carefully organise their home so that children have opportunities to play with a wide range of toys and resources. Children lead their own play. The childminder plays alongside children and this enhances their enjoyment. He gets down to children's level and talks to them as they play. Babies have ample space to move and practise their early walking skills. The childminder and his co-childminder plan activities that they know children will enjoy, such as making bird feeders. Children develop their concentration and perseverance, for example, as they add and mix seeds, nuts, raisins and bread. The childminder provides support when required. He talks to children throughout activities, generally questioning them well to build on their learning.

### Personal development, behaviour and welfare are good

The childminder ensures that settling-in procedures for children are effective. He works with his co-childminder to find out about children's interests and home routines to promote consistency of care. The childminder is very responsive to children's individual needs. Children settle quickly. They show that they feel happy and safe in the childminder's care. The childminder praises children as he recognises their efforts and achievements. Children develop their self-esteem. The childminder and his co-childminder help to extend children's social skills and confidence. For example, they regularly attend local groups with children. Children have opportunities to take part in a variety of events and learn about festivals, giving them a wider understanding of the world.

### Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or school. For example, they develop their independence as they choose what they would like to do next. Children's physical skills are developing well. For instance, as they attempt to put on their coat before going outdoors. Children negotiate the low step down into the garden carefully and are busy, and active in the fresh air. Children learn about healthy practices, such as handwashing before eating. They experience meals in a social atmosphere. Children learn to share and take turns. Older children are learning to recognise familiar letters and the sounds they represent.

## Setting details

<b>Unique reference number</b>	404364
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1101860
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 January 2014
<b>Telephone number</b>	

The childminder registered in 2000 and lives in North Stifford, Essex. He works alongside his wife, who is also a registered childminder. The childminding provision operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

