

Childminder Report

Inspection date	21 February 2018
Previous inspection date	17 January 2014

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

- The experienced childminder has a secure knowledge and understanding of how children learn and develop. She supports their play and learning well. Children actively participate in an exciting range of planned activities. They are keen and motivated learners and make good progress.
- The childminder and her co-childminder provide children with a welcoming, family environment. Children form close bonds with the childminder and they are happy and settled in her care. This has a positive effect on their emotional well-being. The childminder and her co-childminder are vigilant throughout the day to ensure that all areas used by children are safe and suitable.
- The childminder makes regular observations and accurate assessments of what children can do. She uses this information to plan targeted next steps for children effectively.
- Children develop self-care skills and learn about healthy practices, such as handwashing before meals. They have daily opportunities for fresh air and exercise in the childminder's garden or on trips out to places, such as local parks. This helps to promote children's good health and support their physical development.
- The childminder helps to extend children's social skills and confidence. For example, she plans outings to places in the community and attends local groups with children.

It is not yet outstanding because:

- 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.

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 relevant documentation, such as records of children's learning and development, and 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 her 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 childminder works closely with her co-childminder. They demonstrate a strong commitment to promoting a high-quality provision. The childminder uses self-evaluation to identify ongoing improvements. She seeks the views of parents. This enables her to make positive changes and to develop and improve her good practice further. The childminder attends additional training courses when possible to develop her own skills. She is proactive in keeping up to date with developments in childcare practices. For example, she uses the internet to help to ensure that she implements current guidelines well. The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse. She knows the appropriate action to take if she were to have any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder gets to know children in her care well and plans activities that engage them and build on their learning. For example, she provides activities to help support children's mathematical skills. The childminder asks a wealth of questions to extend children's learning. Children eagerly count objects and identify numbers and shapes. The childminder recognises that young children's concentration span can be short and is very flexible with activities. She encourages children to make choices about what they want to do and when. Children enjoy looking at books independently and with the childminder. She gets down to children's level and displays enthusiasm and interest as she reads stories to children. This helps to support their interest in books.

Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder follows children's home routines to promote continuity of care. Children enjoy spending time at the setting. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their confidence and self-esteem. Children make friends and learn how to share and take turns. They develop a practical sense of responsibility as they happily help the childminder to tidy away toys before starting another activity. Children have opportunities to learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for the next stage in their learning, such as moving on to nursery or school. Children become more independent. For example, they attend to their own personal care needs and collect their shoes, and put them on before going outdoors. Children of all ages enjoy practising their early writing skills. Older children recognise some letters and the sounds they represent. Children experience sociable mealtimes and demonstrate good levels of independence.

Setting details

Unique reference number	404365
Local authority	Thurrock
Inspection number	1101861
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	14
Name of registered person	
Date of previous inspection	17 January 2014
Telephone number	

The childminder registered in 1995 and lives in North Stifford, Essex. She holds an appropriate qualification at level 3. She works alongside her husband, who is also a registered childminder. The childminding provision operates all year round from 7.30am to 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.

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