

Childminder Report

Inspection date

26 March 2018

Previous inspection date

30 June 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

- Babies and young children settle well into the childminder's care. They form a close and trusting relationship with her and this helps them to feel safe and secure.
- The childminder works in partnership with parents to gather information about children's learning and to share their ongoing progress. She supports parents to continue children's learning at home and liaises with staff in other settings that children attend.
- Babies and children are self-assured and confident. They enjoy playing and exploring and they are ready to learn.
- The childminder knows how to keep children safe. She carries out thorough risk assessments of the play and learning environment and on everyday outings.
- The childminder has a good understanding of statutory requirements. She takes account of the view of parents when planning to make changes to her setting.

It is not yet outstanding because:

- The childminder has not yet focused her self-evaluation and plans for professional development on enhancing children's learning.
- The childminder does not always make the best use of opportunities for children to learn outside, particularly during winter months.

What the setting needs to do to improve further

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

- strengthen self-evaluation and professional development and focus more precisely on raising children's achievement to an even higher level
- make better use of opportunities for children to learn outdoors, particularly during the winter months.

Inspection activities

- The inspector toured the play environment and looked at available resources.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as children's progress records, suitability and qualifications, risk assessments and policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder undertakes regular safeguarding training to ensure her knowledge is current. She understands her responsibilities to protect children from harm. She knows how to record and report any concerns about children's well-being and where to go for support. Babies and children are supervised well at all times and any visitors to the setting are checked. The childminder conducts her business in a professional manner. She regularly reviews and updates her policies and shares these with parents. She talks to parents daily and discusses their children's routines and care needs.

Quality of teaching, learning and assessment is good

The childminder understands how children learn. She carefully monitors their learning and development and assesses what they need to learn next. She provides challenging and interesting activities to motivate them to learn. For example, she hides intriguing objects inside a basket to encourage babies to peek and explore. Babies and young children develop their physical and sensory skills as they grasp and examine unusual objects such as tinfoil and sacking. They explore natural resources which help them to learn more about the world. The childminder supports babies and children to develop their communication and language skills. She responds to babies' babbling and repeats their first words to reinforce their understanding.

Personal development, behaviour and welfare are good

Babies and children are happy in the childminder's care. They giggle and squeal when she tickles them. They reach out to her for cuddles and she is affectionate and caring. The childminder takes children out every day. They explore their local community and learn about differences in people. They learn about the environment around them and become sociable and friendly to others. The childminder ensures that children eat food that is good for their health. She teaches children the importance of good hygiene practices. The childminder sets consistent boundaries for children's behaviour and this helps them to feel safe. She teaches children to become independent and do things for themselves. She further supports children's sensory and physical development through messy activities, such as cooking. For example, children squeeze coloured dough and learn how it feels and how it changes shape in their hands.

Outcomes for children are good

Babies and children make good progress in their learning. They enjoy feeling their feet as they learn how to stand. They learn about colours and counting as they stack building blocks and watch them fall down. Children learn to listen and pay attention. They exercise their bodies as they stretch and reach out for balloons. They learn about sounds and what happens when two objects are banged together. Babies and children learn lots of skills that will help them with future learning and prepare them on their journey towards going to school.

Setting details

Unique reference number	EY443705
Local authority	Thurrock
Inspection number	1102401
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	30 June 2014
Telephone number	

The childminder registered in 2012. She lives in Stanford-le-Hope, Essex. The childminder operates all year round from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays agreed in advance.

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