

# Childminder Report

**Inspection date**

19 June 2018

Previous inspection date

2 September 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

- Children eagerly explore the highly stimulating environment that the childminder provides. They enjoy the many exciting outings that she provides for their continued learning, including visits to sea-life centres, beaches and local places of interest. Children demonstrate they have lots of fun in the setting.
- All children make good progress in their learning and development.
- Parents highly praise the childminder for the care their children receive. The childminder works well with them to involve them in their children's learning. She effectively supports parents to help close gaps in their children's development, such as through shared resources.
- The childminder helps children gain a strong sense of belonging. Children enjoy celebrating their birthdays with their friends in her home. She encourages children to make presents for family members to celebrate special events at home. Children help themselves to toys and choose whether to play inside or outside.
- Risk assessments are robust in ensuring children play in a safe environment. The childminder makes children's safety a priority. For example, she has purchased sun hats designed to block ultraviolet light.

### It is not yet outstanding because:

- The childminder is not making full use of her assessment and tracking system to plan precisely to help children make the best possible progress.
- Children do not have many opportunities to use the languages they speak at home.

## What the setting needs to do to improve further

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

- sharpen the planning of activities to help further target teaching in order to help children achieve their full potential
- strengthen ways for children to see, hear and use their home languages during activities, to value their individual backgrounds more fully and promote their communication and language skills even further.

### Inspection activities

- The inspector observed the childminder interacting with children and assessed the impact of teaching on children's learning.
- The inspector completed joint evaluations of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector spoke to the assistant at suitable times and explored performance management arrangements.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder continually updates her knowledge around safeguarding and child protection issues. She knows the procedures to follow to report any child protection concerns to the appropriate authority. The childminder reflects on her practice, and her self-evaluation is accurate. She includes the views of parents, her co-childminders and the local authority adviser to make well-planned improvements. For example, she is embedding a new tracking system to help check children's progress more precisely, and she has improved her policies around data protection. The childminder has gained a level 3 early years qualification since her last inspection. This has improved her knowledge of how children learn. She shares information about policies and procedures, and ensures the assistant has regular supervision. This all helps the assistant meet the requirements of her role. The childminder uses her links with other early years settings children attend, to ensure good continuity.

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

The childminder is kind and nurturing in her interactions with children. She listens attentively to what children say and builds on their conversations to help them learn. For instance, she talks to children about their drawings and uses this opportunity to help children notice the detailed features of faces. The childminder encourages children to explore using their senses. She demonstrates toys that help extend children's play, such as water wheels. Children have many opportunities to be imaginative, such as when playing with the outdoor pretend kitchen. The childminder uses her daily routine to ensure children experience all areas of learning. For instance, they enjoy daily time to sit and listen in a group, and colour in and make marks.

### Personal development, behaviour and welfare are good

The childminder is alert to children's physical and emotional needs. For instance she notices when children's shoes are a little tight. The childminder ensures children have opportunities to rest after their day at school. She helps children to develop a healthy lifestyle. The childminder provides nutritious food based on children's preferences. Children wash their hands before eating. The childminder follows babies' established routines. Children learn to value each other's differences and they gain good social skills.

### Outcomes for children are good

Children are gaining the skills they need for their future learning, including their eventual move to school. They are motivated in their play. Children gain early mathematical skills, as they count and recognise shapes. Children develop their physical skills confidently, such as when threading buttons on string. Their behaviour is very good and they are learning to consider each other in their play. Children are imaginative, such as when playing with fairy dolls in the water tray, they introduce simple stories into their play.

## Setting details

<b>Unique reference number</b>	EY472068
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1105650
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 September 2014
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Chafford Hundred, Essex. The childminder also offers care to children aged up to 11 years. She works all year round, from 7am to 7pm on Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She regularly works alongside another co-childminder and her assistant.

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

