

Childminder report

Inspection date	27 November 2018
Previous inspection date	14 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents are good. The childminder engages in open, two-way communication with parents to ensure continuity of care and learning for children. Parents share positive views about the service that the childminder provides.
- The childminder completes ongoing assessment and monitoring of children's learning. She uses this information about children's abilities and interests to underpin her planning and teaching. Children make good progress in their learning from their starting points.
- Children share positive, warm relationships with the friendly and attentive childminder. Children are happy, content and relaxed in her care.
- Children receive regular praise and encouragement. This contributes to children's positive self-esteem and self-worth. The childminder celebrates children's achievements and children behave very well.
- The childminder has effective policies, procedures and supporting documentation in place. She reviews these regularly and shares them with parents to help them understand the service she provides.
- Although the childminder's skills and knowledge are good, she does not engage in precise ongoing and continued professional development opportunities to drive quality even higher.
- The childminder's evaluations are not sharply focused and do not consistently support her to identify precise areas for future developments.

What the setting needs to do to improve further

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

- identify further professional development opportunities to raise teaching skills, knowledge and practice to the highest level
- extend current reflection and evaluation procedures and use these systems effectively to drive improvements to an outstanding level.

Inspection activities

- The inspector observed activities and interaction between the childminder and the children, and reviewed the play equipment and resources available.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed the areas of the premises used for childminding and spoke with children at appropriate times.
- The inspector looked at documentation, including a sample of children's records.
- The inspector discussed how the childminder evaluates her provision.

Inspector

Clair Stockings

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of local safeguarding procedures and knows exactly how to respond in the event she has concern regarding a child's welfare. The childminder creates a safe space for children. She completes daily checks prior to children's arrival and takes steps to minimise any risks. She is aware of what presents a potential hazard to children and demonstrates a vigilant attitude to children's welfare. The childminder seeks the views of parents as part of her self-evaluation procedures. Parents are very positive about the service that is provided. They particularly appreciate the individual service the childminder provides, according to children's needs and parents' wishes.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children and provides activities that support them in reaching the next steps in their learning. She joins in with children's games and encourages children to learn as they play. For example, children are challenged to sort and identify a range of different shaped containers. Children count confidently and demonstrate age-appropriate mathematical learning. The childminder effectively promotes children's communication and language development. She speaks clearly and models effective listening skills. The childminder helps to expand children's vocabulary by introducing words in context, helping to embed their new knowledge in a meaningful way.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder. She is a good role model through being calm, kind and consistent in her management of behaviour. She regularly praises children and gives good individual attention. Children are provided with ample opportunities to be active, contributing to their good physical health. For instance, they regularly walk to the local park and experience exercise and fresh air during these outings. The childminder makes good use of opportunities to teach children about road safety and traffic when they walk within the local community. This helps children to learn how to manage their personal safety and helps to promote their independence and welfare.

Outcomes for children are good

Children make good progress from their starting points. They are confident, enthusiastic learners who enjoy challenge and persevere with simple tasks. They learn to manage their self-care needs independently and they confidently make decisions about their play. Children develop good skills in readiness for the move on to school.

Setting details

Unique reference number	EY283780
Local authority	Thurrock
Inspection number	10071337
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 April 2015

The childminder registered in 2004 and lives in Grays, Essex. She operates during term time from 7am to 6pm, Monday to Thursday.

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