

Childminder report

Inspection date	9 January 2019
Previous inspection date	6 May 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

- The childminder provides a warm and welcoming environment where children feel comfortable, confident and happy. They make good progress in their learning. The childminder provides a wealth of interesting resources and activities that children are excited to explore.
- Children feel safe in the childminder's care. They understand the routines of the setting and this helps to give them a feeling of security and a sense of belonging. The childminder is kind and loving to the children and they respond affectionately to her.
- The childminder sets consistent boundaries for children's behaviour. She praises children often and this helps to raise their self-esteem. She rewards them with stickers for small achievements and this gives children a positive sense of self-worth.
- Partnerships with parents are strong. The childminder keeps in daily contact with parents and sends photographic evidence of their children's achievements. She keeps parents up to date with their children's progress.
- The childminder seeks parents' permission to share information about children's progress with other settings they attend. She shares the progress check for children aged between two and three years with parents and other professionals involved in their care. This helps her to assess their learning needs accurately.
- The childminder does not always give children opportunities to carry out routine tasks themselves to enhance their independence and learn new skills for the future.
- The childminder sometimes misses opportunities to extend children's learning of numbers, shapes and colours during spontaneous play activities.

What the setting needs to do to improve further

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

- provide children with more opportunities to engage in the routine tasks of the setting to enhance their independence and learn new skills for the future
- make the best of all opportunities to extend children's learning of numbers, shapes and colours during play.

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 discussions with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as children's records, suitability and qualifications and policies and procedures.
- The inspector took account of the views of parents by reading written comments and testimonials.

Inspector

Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of safeguarding matters and how to protect children. She is fully aware of the signs that may indicate that a child is at risk of harm. She knows how to record and maintain accurate records. The childminder keeps her knowledge of her local authority's procedures up to date and understands where to report any concerns regarding children's well-being. The childminder keeps good records relating to children's attendance, accidents and medication. She carries out regular risk assessments and fire evacuation procedures to keep children safe. The childminder observes the children in her care and uses appropriate guidance to monitor their progress. She is keen to pursue her own professional development. The childminder continually evaluates her practice and the service she provides. She seeks the views of parents and children and takes account of their suggestions when planning to make improvements to her setting.

Quality of teaching, learning and assessment is good

The childminder plans her activities according to children's current learning needs and interests. She uses imaginative resources that help them to move on in their learning. Some children enjoy being creative and making things for their parents. The childminder supports this creative learning when she introduces topics, such as winter, to ignite their curiosity. For example, children develop their hand-to-eye coordination and finger control as they use a range of tools to help them to dress a paper snowman. Children concentrate hard as they persevere with scissors to cut out a hat and gloves. They experiment with colouring pencils and sticky glue. They enjoy the sensory feel of painting with shaving foam and pretend it is snow.

Personal development, behaviour and welfare are good

Children learn good social skills. They play together well and learn how to help each other to share and take turns. Children develop their physical skills when they visit local parks and walk the 'daily mile' when collecting older children from school. They learn about the world around them. The childminder takes children out to explore the natural environment. They gather sticks to make a 'stick man' in connection with a favourite book. Children sit entranced as the childminder reads the story. She asks them questions about the characters and they are eager to respond. The childminder offers children lots of choice in their play and about what and how they like to eat. She teaches them about the importance of eating healthily as they enjoy an indoor picnic.

Outcomes for children are good

Children's communication and language development is good. All children, including those who speak English as an additional language, make good progress with their speech. They talk to each other about their families and what they do at home. They learn about each other's differences and similarities and find out about other cultures. Children are attentive and listen to instructions. They are well prepared for the next stages in their learning and starting school.

Setting details

Unique reference number	EY260973
Local authority	Thurrock
Inspection number	10071336
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 May 2015

The childminder registered in 2003. She lives in Chafford Hundred, Essex. The childminder operates from Monday to Thursday, from 6.30am to 6.30pm, all year round, except for bank holidays and family holidays.

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