

Childminder report

Inspection date	28 June 2019
Previous inspection date	13 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 children with a wealth of exciting and challenging activities that promote their learning and development well.
- Children make good progress in their learning. Teaching is effective in meeting their individual needs. The childminder accurately monitors children's development, and this ensures that any gaps in their learning are quickly identified and addressed.
- The childminder is warm and affectionate. Children settle well into her welcoming and homely environment. They form close attachments to the childminder and enjoy the company of the other children in her care.
- The childminder works closely in partnership with parents. She exchanges information with parents about children's progress and supports them to continue the learning at home.
- The childminder sets effective and consistent boundaries for children's behaviour, and this helps them to feel safe and secure. Children respond well to rules and routines and the childminder teaches them good social skills, such as sharing and taking turns.
- The childminder seeks the views of the parents regularly. She reflects on her practice and evaluates the activities she provides. Parents are keen to give their positive views of the childminder's provision and say how much they value the care given to their children.
- The childminder has not focused sharply enough on her professional development to gain confidence in her knowledge and raise the quality of her provision to an outstanding level.

What the setting needs to do to improve further

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

- establish a secure programme of continuous professional development to strengthen knowledge and raise the quality of the provision to the highest level.

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 spoke to parents and read their written testimonials.
- The inspector looked at relevant documentation, such as children's records, suitability and qualifications and policies and procedures.

Inspector
Jenny Forbes

Inspection findings

Effectiveness of leadership and management is good

The childminder is well organised and efficient. She keeps clear and effective records in a confidential and orderly manner. Safeguarding is effective. The childminder fully understands her responsibilities to protect children. She has undertaken mandatory training, such as safeguarding and paediatric first aid. She has a good understanding of safeguarding and the procedures to follow if she has any concerns about a child in her care. The childminder teaches children to keep themselves safe. For example, she teaches them to use a knife safely as they chop vegetables for their pizza. The childminder carries out daily risk assessments of her premises and on all outings. She conducts regular fire evacuation procedures to ensure that children understand how to behave in an emergency.

Quality of teaching, learning and assessment is good

The childminder assesses and supports children's individual learning needs well. She knows what they need to learn, and she builds on their interests to ensure they remain motivated. For example, the childminder covers toy dinosaurs in foam for the children to explore. This helps children to develop good hand-to-eye coordination. They enjoy the sensory texture of the foam and recite the complicated names of the dinosaurs they find there. Children develop good communication and language skills. The childminder engages children in conversation. She asks them searching questions to stimulate thinking and problem-solving. Children learn mathematical concepts as they play. They find out how a floating boat sinks when it is filled with water. They dress as builders in hard hats and safety jackets and write down how many bricks they are using as they plan how to build a wall.

Personal development, behaviour and welfare are good

The childminder is nurturing and kind. She is very understanding of children's individual emotional and developmental needs. She teaches children kindness and respect for others. The childminder gives children choices and helps them to make decisions in their play. She teaches children about the natural environment and how to care for living things. For example, children learn about insects as they match toy insects they find hidden in soil to pictures in the garden. She asks children to find the biggest and the smallest creatures and they talk about their features. The childminder supports children to make their own lunch. They chop vegetables and sprinkle cheese on a pizza. The childminder shows children how the oven cooks food and becomes too hot to touch. This teaches children how to stay safe when food is cooking. They learn how raw ingredients become something delicious and healthy to eat.

Outcomes for children are good

Children explore the garden where they use various natural resources. They wash dishes in the play kitchen and water the flowers. Children enhance their physical skills as they balance on bricks and catch balls in a cone. They learn about other people who are different or similar to themselves as they go out into the local community and find out about the world around them. Children learn key skills in preparation for school, such as recognising letters and numbers in their environment and writing their name.

Setting details

Unique reference number	EY436179
Local authority	Thurrock
Inspection number	10074962
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 May 2016

The childminder registered in 2011. She lives in Stanford-le-Hope, Essex. She operates from Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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