

# Childminder report

<b>Inspection date</b>	20 August 2019
Previous inspection date	17 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 has been caring for children for many years. She is very experienced and committed to providing the best service she can for children and their families. She is very attentive to children's individual needs, which successfully supports their emotional well-being.
- Children show that they are relaxed, happy and settled in the childminder's care. They are confident to freely explore the wide range of toys and resources available. Children of all ages enjoy being together. Babies learn from older children, who support them well as they play.
- The childminder is highly skilled at promoting babies' early speaking skills. For example, young babies smile and babble as the childminder continually chats and introduces simple words in their play. They happily join in with their favourite song about bubbles.
- The childminder provides exciting, real-life experiences for children to extend their knowledge of the world. For example, they enjoy train rides to the seaside, have picnics on the beach and hunt for insects at the nature reserve.
- Children learn to respect each other's views and feelings. They learn the importance of sharing resources and taking turns. The childminder assists children by planning activities that support them to develop these skills, such as board games. She praises children's achievements to help them develop confidence in their abilities.
- The childminder reflects on her practice and encourages parents and children to share their views about her provision. Parents describe the childminder as 'wonderful'. They appreciate her flexibility and 'home-from-home' environment. They say that their children are very happy in her care and that they are extremely pleased with the progress they make with her.
- The childminder does not fully explore ways to enrich her skills and knowledge to continually build on her good-quality teaching and care practices.

## What the setting needs to do to improve further

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

- take advantage of professional development opportunities to continually enhance the care and teaching practices.

### Inspection activities

- The inspector had a tour of the premises and viewed the areas used by the children.
- The inspector observed the children interacting with the childminder.
- The inspector discussed children's learning and development 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 reading written feedback provided.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management is good

The childminder creates a friendly and relaxed atmosphere where all children and their families feel welcome. Safeguarding is effective. The childminder understands her responsibilities in relation to child protection issues very well. She knows the procedures to follow should she have a concern about a child in her care. She maintains a safe environment and ensures children are well supervised and cared for. Parents are kept well informed about their children's day. The childminder shares daily diaries with parents of babies. She offers suggestions and ideas of what parents can do at home to support and extend children's learning. The childminder has formed very good relationships with the schools that children attend. This helps to ensure continuity in their care and learning.

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

The childminder knows the children very well. She gathers relevant information from parents when children first start. This helps her to plan effectively for their interests and their next stage of learning. The childminder has a good understanding of how to support young children's early writing skills. For example, babies and young children love exploring and making marks with their fingers and 'painting' the fence with water. All children develop a love of books. Babies love the pop-up books and books with different textures. They enjoy discovering the sounds they can make using musical instruments and household items. Young children show perseverance and determination when doing puzzles. The childminder sits with them and sensitively guides them when they need help. Children regularly explore their local community, for example as they go on visits to the library, fire station and shops.

### Personal development, behaviour and welfare are good

Children thrive in the welcoming and stimulating environment. The childminder is a very good role model. Children behave well and demonstrate friendly and respectful relationships with each other. The childminder offers praise and encouragement and children develop good levels of confidence and self-esteem. Children have a wealth of opportunities for fresh air and exercise. For example, they play outside in the well-resourced garden and have regular walks to the local park. The childminder encourages children to be healthy by supporting them to eat well and drink water throughout the day. Children learn about the importance of staying safe through daily activities. They enjoy regular trips to the library for 'rhyme time', and to local toddler groups. They learn to mix, share and participate with others in group activities.

### Outcomes for children are good

All children make good progress. Older children are eager to learn and participate happily in activities, showing high levels of concentration. Babies are curious and show a keen interest in their surroundings. They quickly develop their walking skills. Children listen to the childminder and follow instructions carefully. They are helpful and tidy away resources when they have finished with them. Older children talk confidently and initiate conversations with each other, the childminder and visitors. They enjoy their time with the childminder and are developing key skills ready for future learning and school.

## Setting details

<b>Unique reference number</b>	204187
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10072130
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	17 November 2015

The childminder registered in 1978 and lives in Stanford-le-Hope, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and planned holidays.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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