

Childminder report

Inspection date: 16 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel relaxed, happy and safe in the childminder's care. They have developed very close attachments with her. Children play happily alongside the childminder and are confident to ask for support. The childminder is caring and sensitive to children's needs and is a positive role model.

Children behave very well. The childminder sets consistent boundaries and ensures that children are aware of her expectations. Children are helped to manage their emotions. They talk about how they are feeling, and what makes them happy, sad or scared. The childminder sits with children and extends their vocabulary, introducing new words as they play.

Children develop a love of books and thoroughly enjoy listening to stories read by the childminder. They show good imagination as they use the props they have made to retell the story 'The Three Little Pigs'. Children wear masks and pretend to blow the little pigs' houses down. They proudly point to the houses they have made from straw, sticks and bricks as they tell the story. Children enjoy their time with the childminder and are developing key skills ready for their future learning and school.

What does the early years setting do well and what does it need to do better?

- The childminder's professional qualification and experience supports her understanding of how children learn and develop. The quality of teaching is good. The childminder is enthusiastic and actively joins in children's play to enhance their learning.
- The childminder provides a wide range of high-quality resources to support and extend children's play. She makes regular assessments of their learning and development. This supports children to build on what they already know and can do, and contributes to the very good progress they make.
- The childminder makes effective use of the progress check for children aged between two and three years. She uses it to help her identify any gaps in their development. The childminder provides a written summary of children's learning and development for parents. This includes suggestions for the next steps in their learning.
- The childminder supports children's developing language skills particularly well. For example, she encourages them to sing and take part in conversations. This helps to successfully extend children's use of language.
- The childminder manages children's behaviour very well. This includes teaching them about good manners, sharing, taking turns and playing cooperatively. The childminder uses every opportunity to praise children for their achievements. Children develop high levels of confidence and self-esteem.

- The childminder understands the importance of working in partnership with other settings. For example, she has established very good links with the schools that children attend to further support their learning and development. Parents are very happy with the care and education their children receive. The childminder regularly shares information with them about children's daily activities and ongoing progress.
- The childminder carries out daily risk assessments. This helps to ensure that any risks are swiftly identified and addressed. Children learn about taking care of resources and keeping their environment safe. For example, they put their toys away before moving on to their next activity.
- Children are encouraged to be independent and have healthy lifestyles. They learn about the importance of good hygiene practices. Children develop their physical skills and learn to take manageable risks as they play in the park.
- The childminder is well qualified and experienced. She attends mandatory training. However, the childminder does not regularly reflect on her practice and seek further professional development opportunities in order to set challenging targets and raise the quality of the provision even further.
- There are fewer opportunities for children who enjoy learning outside to participate in regular activities outdoors throughout the year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently updated her safeguarding knowledge. She understands the procedures to follow if she has any concerns about a child's welfare. The childminder is aware of her duty to prevent children from being drawn into extreme views. She teaches children to have respect for each other. The childminder has a detailed safeguarding policy that she regularly updates to ensure all information is current and relevant.

What does the setting need to do to improve?

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

- enhance the provision for outdoor play so that children who learn best outside have stimulating and exciting learning opportunities throughout the year
- make better use of professional development opportunities and reviews of practice to help raise the quality of the provision to the highest level.

Setting details

Unique reference number	EY462498
Local authority	Thurrock
Inspection number	10069840
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 October 2014

Information about this early years setting

The childminder registered in 2013 and lives in Grays, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written feedback provided.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.

We carried out this inspection 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.

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