

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the learning activities and experiences provided by the childminder. They are happy and content. They eagerly show the inspector photographs of places they have been and exciting adventures they have enjoyed. Children thrive in the childminder's warm and affectionate care. They feel safe and are extremely well settled. Children behave exceptionally well. They are cooperative, display excellent manners and readily engage in tidying their play materials.

Children are confident talkers. They explain and describe their play well. Children are imaginative and enjoy role play together. For example, they pretend to make food for a birthday party. They use wooden play fruits to make a 'fruit salad'. Children have good hand control as they cut and separate the fruit into halves with wooden knives. They invite their dolls to the party. They divide up a wooden birthday cake and pretend to blow out the candles.

Children are independent. They choose what they want to play with and make their selection from an excellent range of resources. Children enjoy a challenge and they are keen to do things for themselves. The childminder encourages them to persevere and 'have a go' at tasks that are difficult to achieve. She offers lots of praise to build children's self-esteem.

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

- Children have a good understanding of mathematics. They are competent in counting and recognising numbers. Children select a card game and match the pictures. They learn about comparisons and pairs. Children enjoy sorting pompoms of different colours and post the correct amount into numbered tubes. They fill containers and jugs and learn about capacity and volume.
- The childminder knows the children well and she knows what they need to learn. Children make good progress. The childminder observes them carefully and makes accurate assessments of their abilities. She builds on children's interests and this motivates them to learn more.
- The childminder enhances her provision with written words and books that accompany activities. She is skilled in sign language, which she uses with the children to develop their communication and language. She extends children's vocabulary as they read books together. The childminder teaches children to recognise letters and letter sounds. She provides a variety of materials and equipment that encourage children to develop strong hand control for making marks. The childminder knows when children are ready to begin to write their name in readiness for the next stage in their learning.
- Children enjoy exploring the resources in the childminder's garden. They roll

balls along chutes to count them and use rods to catch numbered ducks and fish. Children are intrigued as they pour sand from bottles to discover tiny toy creatures hidden inside. They extend their own learning by introducing a game of hide and seek. They hide their eyes and count to 10, giving clues to each other so they can find objects they have hidden under shells.

- The childminder gives children important messages about healthy eating. She provides them with an excellent variety of fruit for their snacks. She carries out cooking and baking activities with children and they prepare their own food. Children enjoy exploring different tastes and textures. They sample foods of different cultures as they learn about other people's ways of life.
- Partnerships with parents are strong. The childminder builds good relationships with parents and shares ongoing information with them about their children's development. She supports parents to build on children's learning at home. However, the childminder has not yet formed links with other settings that children attend. This means that continuity and consistency in learning is not always assured.
- The childminder evaluates the effectiveness of her practice and the service she provides. She is eager to pursue her own professional development and undertakes training and qualifications to continuously improve her skills. She seeks the views of parents and children and takes these into account when compiling action plans for future developments. However, the childminder has not fully identified all areas for improvement to help her to raise the quality of her practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training in all aspects of safeguarding. She knows the signs and symptoms of abuse and how to identify whether a child is at risk of harm. The childminder ensures that her knowledge is current and reviews her safeguarding policy regularly. She is fully aware of her responsibilities to protect children. The childminder keeps up to date with her local authority's safeguarding procedures. She keeps accurate records and knows who to contact if she is worried about a child in her care.

What does the setting need to do to improve?

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

- establish secure links with other settings that children attend to ensure continuity and consistency in their learning
- develop further the process of self-evaluation to accurately identify all areas for improvement.

Setting details

Unique reference number	401500
Local authority	Thurrock
Inspection number	10060107
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 May 2015

Information about this early years setting

The childminder registered in 2001 and lives in Grays, Essex. She operates from Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jenny Forbes

Inspection activities

- The inspector looked around the areas of the setting available to children.
- The childminder discussed her plans for the children's development and how she implements her educational programme.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed the learning outcomes of an activity with the childminder.
- The inspector spoke to children and took account of the views of parents by reading written comments.

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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