

Childminder report

Inspection date: 28 November 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe, settled and happy in the childminder's home. They are confident to freely explore the wide range of toys and resources that she provides for them. This supports children's growing independence as they make choices about their play. The childminder is enthusiastic and actively joins in children's play to enhance their learning.

Children develop strong bonds with the childminder. She is caring and attentive to their needs. This helps them to settle quickly and enjoy their time in her care. The childminder is a positive role model and children behave very well. Young children take part in activities that help them to understand their different feelings and emotions. For example, they show care and kindness in their play as they pretend to be doctors and look after their dolls.

Children's language development is supported well. The childminder often reads stories and sings familiar songs and rhymes with them. Children have a positive attitude to learning and persevere at new skills. For example, they concentrate well as they make towers with the building bricks. The childminder extends their learning by encouraging them to count the bricks. Children show good self-esteem as they proudly share what they have made.

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

- The childminder takes younger children to toddler groups to help develop their confidence and social skills. They meet other local children and learn to take turns, share resources and take part in group activities. For example, they thoroughly enjoy exploring the pirate ship with their friends. Children become more confident, which has a positive impact on making future friendships.
- The childminder works closely with parents and keeps them well informed about their children's progress. She shares ideas and information that parents can use to help support their children's learning at home. The childminder understands the importance of working in partnerships with other settings. For example, she has established very good links with the schools that children attend in order to further support their learning and development.
- The childminder interacts well with the children. She supports younger children to develop their language. She speaks clearly to them and encourages them to repeat new words to increase their vocabulary. Children develop a love of books. They often go to the local library with the childminder to choose books to share.
- Children develop a good sense of responsibility as they help the childminder clear away toys at the end of activities. Younger children demonstrate good skills when listening to instructions and carrying out simple tasks. For example, they independently put on their coats and shoes when they go outside.

- Children demonstrate their creativity as they use a variety of art and craft materials. They confidently make marks with paintbrushes. They make circles and have fun mixing the colours. This helps them to develop their small-muscle skills in preparation for early writing.
- Children have opportunities to develop their understanding of the world. For example, they enjoy a train ride to the seaside and learn about sea animals at the aquarium. They observe the changes in the seasons. The childminder talks about the clothes they wear in winter to keep them warm.
- Children's physical well-being is given high priority. They enjoy playing outdoors and benefit from being in the fresh air. They are given healthy snacks and drinks. The childminder encourages children's understanding of how to keep themselves healthy by washing their hands before meals and after using the toilet.
- The childminder knows the children well. She plans a wide range of activities and experiences that reflect their interests and individual learning needs. However, she does not precisely monitor children's progress in order to help identify and address any gaps in their learning, and build on their good progress.
- The childminder reflects on her practice and identifies areas to further develop. The childminder ensures that statutory training is completed. However, she does not always make the most of ongoing training opportunities in order to strengthen her existing knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are kept safe and secure at all times. She understands the local safeguarding procedures to follow if she has any concerns about a child's welfare. She knows how to recognise the signs and symptoms that might indicate a child is at risk of harm. The childminder carries out thorough risk assessments of her home to identify and minimise any potential hazards to children. Children take part in regular fire drills and are aware of what to do in the event of an emergency. This helps to ensure their safety while they are 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:

- strengthen the systems for tracking and assessing children's learning to rapidly close any gaps and identify precisely where to target support, so that children make the best possible progress
- make the most of all professional development opportunities to continually strengthen existing knowledge and further enhance the quality of teaching.

Setting details

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| Unique reference number | EY547479 |
| Local authority | Thurrock |
| Inspection number | 10111179 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 to 10 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Purfleet. She operates during school term time from 7am to 7pm, Monday to Friday. 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 the 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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