

# Childminder report

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Inspection date: 23 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and are settled in the well-resourced welcoming setting. They enjoy spending time in the bright and friendly play environments. Children enjoy their time with the childminder and show that they feel emotionally safe and secure. They excitedly sit around and alongside the childminder and her assistants at story time. Children listen intently to the story, 'A Squash and a Squeeze', and recite familiar phrases from the book. Children demonstrate good-language skills for their age. They sing songs and rhymes from memory, and they explain what they are doing while they play. Children are developing the necessary skills for their future learning and are becoming confident learners.

Children benefit from meaningful opportunities to learn how to keep themselves safe. For example, they carry out a risk assessment of the garden with the childminder before they go out to play. They develop a good level of independence. Children put on their shoes and sun hats before going outside. They learn to be kind to each other, to share and to take turns. For example, children busily join in with helping to tidy away the toys and take it in turns to help feed the rabbits.

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

- The childminder monitors children's progress and provides them with stimulating resources to support their learning. Children show positive attitudes to learning. For example, children explore and identify pictures that illustrate various emotions and copy the different expressions. However, at times, the childminder and her assistants do not give children the time they need to respond to questions. This restricts opportunities for the children to think about and to respond to the questions they are asked.
- Children enjoy looking at books and listening to stories with the childminder. However, the childminder does not always introduce sounds and letters to older children to develop their early reading skills.
- The childminder makes good use of her resources and equipment to support children's interests and to expand their knowledge. Children learn to count, to understand 'more' and 'less' and to solve simple mathematical problems. They take part in a range of cultural celebrations and festivals. Children learn and understand about similarities and differences between people. This gives them essential skills for the next stage of their learning, including starting school.
- Children develop their physical skills when they play outside in the childminder's garden. They learn how to climb on the large play equipment and practise throwing bean bags and kicking balls into the goal. This develops their large-muscle control. Children knead, prod and squeeze the dough. This helps them to strengthen their fingers and hands in readiness for when they start writing.

- Parents speak highly about the childminder and her assistants. They comment on how their children's communication, language skills and confidence have grown. The childminder provides parents with daily updates of their child's time at the setting. She uses information from parents and from her observations to assess children's learning and to identify any emerging gaps in their development. Parents are kept well informed about what their children are learning in the setting, so they can extend this at home.
- Children are familiar and are confident with routines at the setting, and children's independence is encouraged. For example, they take off their shoes and coats when they arrive and go through to the playroom. Children manage their self-care skills, such as sanitising their hands and toileting well.
- Children play in a safe and secure environment. The childminder completes risk assessments for all areas of her home that are used by children and for when she takes them on outings.
- The childminder evaluates the service she provides. She seeks feedback from parents, from children and from other professionals. This contributes to an accurate assessment and enables her to identify strengths and weaknesses.
- The childminder and her assistants work effectively as a team. They review their practice daily and evaluate their work. Regular supervision ensures the childminder's assistants have a good understanding of their role, and regular training is obtained to seek professional development.

## Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and her assistants have a good understanding of how to keep children safe and protected from harm and from abuse. They are aware of the categories of abuse, and they understand the referral procedure. Robust arrangements are in place to check that all adults are suitable to have contact with children. The childminder knows what to do if an allegation is made against herself, an assistant or a family member. She keeps herself up to date with any changes in legislation and attends safeguarding training through the local authority.

## What does the setting need to do to improve?

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

- give children the time they need to respond to questions asked
- extend children's understanding of sounds and letters to help support their early reading skills.

## Setting details

<b>Unique reference number</b>	EY552438
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10174241
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Stanford-le-hope. She operates all year round from 6am to 7pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Tina Mason

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the areas of her home that children access, and they discussed how the childminder's plans and provides activities for children.
- The childminder and the inspector spoke about the communication that the childminder has with parents.
- The inspector obtained parents' views through discussion and written feedback.
- The childminder shared some documents with the inspector, including the suitability of persons working as assistants.
- Children spoke to the inspector about things they do at the childminder's home.
- The childminder and the inspector completed a joint observation together.

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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