

Childminder report

Inspection date: 24 August 2021

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

The childminder provides children with a warm, welcoming and family environment. Children develop strong bonds with the childminder. They show they feel safe and secure in her care. The childminder interacts with children in a calm and comforting way, staying close and offering support when needed. She is a positive role model and children behave well. She helps them to learn how to share toys and resources. Children receive lots of praise and encouragement, which promotes their confidence and self-esteem.

Children enjoy playing with the wide range of toys and resources. They are easily accessible to support children's growing independence. The childminder knows the children well and provides toys that interest them. For example, when she notices children love playing with balls, she provides many opportunities for them to develop their ball skills. Children learn from real-life experiences, such as trips to the shops to buy fruit for snack time. Children make decisions about their play. They express a keen interest in books and begin to recognise letters and the sounds they make. Young children explore a range of technological toys. These activities help them to gain the skills they will need when they go on to school.

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

- The childminder monitors children's individual progress to identify any gaps in their learning and development. Children have fun and make good progress from their starting points. The childminder supports young children's developing language well. For example, she uses songs to help children learn about the different parts of their bodies.
- The childminder regularly reads to the children. Younger children have fun pointing to objects they know in the pictures. They enjoy learning about the sounds that letters make. For example, children eagerly place the wooden letters into an inset alphabet puzzle. The childminder encourages them to take time to think about the shapes of letters and where they fit. This helps to develop their early literacy skills.
- Children enjoy using different media, such as crayons, paint and dough, to develop their mark-making skills. They confidently use pens to draw lines and circles on paper. These activities promote children's small-muscle skills and help them to prepare for early writing.
- The childminder encourages children to have regular healthy snacks and drinks. She supports younger children to try new foods. Children begin to understand how to keep themselves healthy. For example, they wash their hands thoroughly before meals. Children learn about keeping themselves safe, such as how to cross the road safely.
- The childminder makes the most of opportunities for children to count in

everyday play. For example, she encourages children to count as they climb the stairs and they confidently count their fruit at snack time. The childminder supports them to use measuring cups when making cakes.

- Children have many opportunities to learn about their local community. For example, they visit the beach, park, shops and farm. Children enjoy looking at the photographs of their trip to the farm. They recall seeing the rabbits and how they enjoyed their ride on a tractor and trailer.
- The childminder has developed friendly relationships with parents. They enjoy days out at the farm together. She keeps parents up to date with their children's development and shares what they have done each day. Parents are happy with the care and education that the childminder provides.
- The childminder has completed all mandatory training to ensure she has a good knowledge and understanding of how to promote children's safety and welfare. However, she does not focus on developing her professional development to help promote children's learning to the highest level.
- The childminder considers each child's interests when planning their daily activities. However, she does not make the best use of her garden to support the learning and development of children who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows the children well and is confident she would recognise any concerns, such as any changes in their behaviour. She confidently demonstrates what she would do if she had any concerns. The childminder is aware of her duty to prevent children from being drawn into extreme views. She competes regular training to keep her safeguarding knowledge up to date.

What does the setting need to do to improve?

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

- extend the use of further training opportunities to strengthen existing knowledge and teaching skills and further enhance outcomes for children
- enhance the provision for outdoor play so that children who learn best outside are provided with stimulating and exciting learning opportunities.

Setting details

Unique reference number	EY557207
Local authority	Thurrock
Inspection number	10175079
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Thurrock. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Oliver

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector 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 childminder shared a sample of documents with the inspector. This included evidence about training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents from written feedback provided.

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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