

Childminder report

Inspection date: 5 October 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

Children spend interesting and enjoyable days with the childminder. For example, they love to visit the beach. They watch the large ships sail by, making huge waves in their wake. Children enjoy playing with toys that capture their interest, such as small-world insects. The childminder uses these opportunities to encourage children to learn new words, such as 'hornet' and 'dragonfly'.

The childminder has high expectations for children's behaviour. She is a very good role model and has a consistently warm, caring approach. Children are encouraged to use good manners. The childminder manages children's behaviour well. She responds calmly and sensitively, and helps them to share toys and resources. The childminder gives children lots of praise and encouragement. Consequently, they show high levels of confidence and self-esteem.

Children are motivated and eager to learn. For example, they enthusiastically explore mathematical patterns, such as symmetry. They thoroughly enjoy painting butterfly pictures and discovering that both wings are the same. The childminder models how to make repeating patterns as they thread beads. Young children learn to count, recognise numbers and explore colours. They like to be independent and are beginning to manage their personal care needs. The childminder prepares all children very well for the next stage in their learning.

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

- The childminder is well qualified and experienced. She makes effective use of all training opportunities to extend her knowledge and skills. For example, she has recently completed courses to help her to support young children's language development.
- Young children learn how to manage their own feelings and behaviour. They talk about what makes them happy and sad. The childminder also supports children to understand different emotions, such as how they might feel if they move house or have a new baby in the family.
- The childminder continually talks to children, modelling language and extending their vocabulary. Children enjoy singing songs and rhymes and eagerly join in with the actions. For example, they proudly perform a song with actions as they pretend to ring the doctor to come and make their dolls better.
- Children develop early literacy skills and an appreciation of books. They listen attentively to stories and eagerly answer the childminder's questions. For example, when looking at a book about penguins, she asks them what penguins like to eat. Children learn that they can gain information from books. They enjoy visiting the library to borrow books about festivals, such as Diwali, Hanukkah and Chinese New Year.

- Children learn about the emergency services and people who help us in the community. They have fun dressing up as firefighters. The childminder draws a fire on the fence with chalks and the children love to pretend to put out the fire with a water hose. Children take part in regular fire drills and know what to do if they have to evacuate the house.
- Parents say they cannot praise the childminder enough. They say that she is always warm and welcoming. Parents particularly appreciate the way she plans exciting celebrations throughout the year. They are very well informed of their children's achievements and next steps. This helps them to continue their children's learning at home. The childminder has discussions with parents about any additional needs their children may have. This helps her to plan activities to ensure that all children make good progress in their learning.
- Children have good opportunities to develop their physical skills and play in the fresh air. They enjoy playing in the childminder's garden and going on regular outings to local parks. This helps children to learn to take manageable risks and experience challenge in their play.
- The childminder's self-evaluation is very effective. She accurately identifies the strengths of her provision and aspects she would like to improve. For example, she encourages children's love of the outdoors, and she would like to extend her knowledge of forest school activities.
- The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of exciting activities and experiences for them. However, the childminder is not always clear about what she intends children to learn during some planned activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of how to keep children safe. She knows the local referral procedures to follow if she is concerned about a child. The childminder ensures that all information in her safeguarding policy is current and relevant. She implements her policies and procedures very well, including how to keep children safe during the COVID-19 (coronavirus) pandemic. The childminder keeps her knowledge up to date through reading, research and attending training courses. She has a very good understanding of wider safeguarding issues, including online safety and preventing children from being drawn into extreme views.

What does the setting need to do to improve?

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

- focus more precisely on identifying the intended learning in planned activities, to ensure that all children make maximum progress in their learning.

Setting details

Unique reference number	EY555895
Local authority	Thurrock
Inspection number	10174857
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	3 to 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Grays, Essex. She operates during term time from 9am to 2pm, Monday to Wednesday. The childminder is a qualified teacher. 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 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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