

# Childminder report

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Inspection date: 13 April 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children thrive in the childminder's care. The oldest children act as exemplary role models for the youngest children as a result of the childminder's exceptionally strong interactions with them. For instance, they read stories to the youngest children in the playhouse outside. They listen to what younger children have to say with interest, which demonstrates that they have high levels of respect for one another.

Children enjoy a range of exciting experiences with the childminder. For instance, they go on a weekly outing to the local swimming pool. They develop valuable life skills. For example, they use money to pay for tickets to get to the swimming pool. Young children rapidly develop skills to manage their own personal care needs. For example, they get dressed by themselves once they have finished swimming. These experiences contribute towards children being highly prepared for their future.

The youngest children enjoy counting as they play. For instance, they count the correct number of beans into a cup at the relevant point in a familiar story. They recognise numbers on the toys they use, such as when they press the correct numbers on a pretend shop till. Children are extremely keen to extend their knowledge further. For example, they learn to complete simple sums. They concentrate as they count how many seeds are left when the childminder asks them, and they smile proudly when they answer correctly.

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

- Children confidently share their knowledge and understanding with others. Young children speak clearly using their broad vocabulary. For example, they plant seeds and explain that they will water them so that they grow into enormous flowers. Children understand that different words have similar meanings from a young age. They speak about how a character in the story they are reading feels confused. Shortly afterwards, they refer to the same character, saying that they feel 'all muddled up'. Children develop a highly effective understanding of how to use language to communicate.
- The childminder forms meaningful partnerships with parents and carers of the children who attend. For instance, she swiftly identifies changes in children's behaviour when these occur. She talks openly to parents about this. Children choose familiar books about emotions to take home and share with their parents. The childminder's highly effective communication means that parents know what discussions have taken place between the children and the childminder. This supports them to build on their children's learning at home even further. As a result, children learn about how their actions make others feel

and play harmoniously with one another.

- The childminder responds instinctively to challenges, such as during national restrictions due to the COVID-19 pandemic. She found ways for children to continue to interact with others, for instance through online video communication. She liaised with other childminders continuously. They shared ideas for activities so that the children could complete these together online. This resulted in minimal disruption to children's social interactions while they were not able to meet up in person.
- Children are actively involved in their learning. The childminder knows them well and plans for their interests. She follows the children's lead if they want to explore something different to what she has planned, such as when children want to read another book instead of moving on to a planned activity. All the necessary resources are readily available and the children find them instantly. This helps children to maintain their high levels of engagement and make the most of every moment they are with the childminder.
- The childminder has completed a comprehensive range of training which is relevant to her role. She selects training courses that will help her to support the children in her care as well as other children she interacts with regularly, such as children with special educational needs and/or disabilities. The childminder liaises with staff at other settings the children attend. She gathers information on different teaching methods, such as how children learn about letters and the sounds they make. This helps her to provide children with consistent learning opportunities between her home and other settings they attend and build on their previous learning experiences even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a firm understanding of her responsibilities with regards to safeguarding children. She recognises the importance of sharing information regarding children's well-being with other professionals, such as social workers. The childminder recognises the possible signs that a child may be at risk of abuse. She is aware of how to identify children who may be at risk of being exposed to extreme views or behaviour. The childminder completes relevant safeguarding training and keeps up to date with wider safeguarding issues, such as keeping children safe online. She regularly reviews her policies to ensure that her processes are as up to date as possible.

## Setting details

<b>Unique reference number</b>	EY390830
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10137562
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 April 2016

## Information about this early years setting

The childminder registered in 2010 and lives in Grays, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Jenny Hardy

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 inspector had a tour of the areas of the premises that are used for childminding.
- The inspector read references from parents regarding the care that the childminder provides. She took account of their views.
- The inspector observed the childminder interacting with the children throughout the inspection. She considered the impact of the childminder's interactions with children on their learning and development.
- The inspector viewed a sample of the childminder's documentation, including qualification certificates and suitability documents for the members of the household.

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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