

# Childminder report

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 nurturing care of the childminder and her assistant. All children make rapid progress in relation to their starting points and quickly acquire skills and knowledge to support them as they move on to school. For example, children swiftly learn independence skills as they manage simple tools, using knives with sensitive supervision from the childminder and her assistant. Adults help children to explore the same knowledge in different ways as they help children to hear new words to describe the same thing. For example, children know that 'slices' and 'segments' can mean the same. They show rapidly increasing understanding of mathematical ideas, such as simple calculation and different language of size, such as 'long', 'short' and 'middle'. They spontaneously try new words, such as 'ginormous' and the childminder encourages them to think of more words that mean the same such as 'huge'.

The children create pictures of butterflies from fruit they have cut, pointing out the features as they make the antennae, eyes and wings. Children show that they are learning and remembering new knowledge. For example, they explain what will happen to a caterpillar after it makes a cocoon and link this to the story, 'The Very Hungry Caterpillar'.

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

- Both adults join in children's play with enthusiasm which helps children develop and shape their imaginative ideas. For example, they pretend that the 'hot sauce' that children make in the play kitchen is burning their mouths and children fetch 'water' to help cool them down'. The childminder and their assistant have planned a broad and exciting curriculum. There are very clear intentions for children's learning and both adults who work with children deliver these to a very high standard. There is a clear focus on embedding love of learning and making sure that children are thoroughly prepared for what is to come next. Communication and language is at the core of all activities as the childminder and her assistant recognise that this supports children's access to the rest of the curriculum.
- The childminder and their assistant are extremely knowledgeable, enthusiastic and sensitive to children's needs and feelings. They provide an enticing range of activities and experiences that support all areas of children's learning. This encourages children to become deeply involved and focused on things they enjoy. The childminder has equally high expectations for all children who attend her care. She takes any steps she can to make sure that children with gaps in their learning catch up rapidly. Her commitment ensures that children receive early intervention wherever it is needed. She fully recognises the considerable importance of the early years on children's future life chances.

- Both adults inspire children to find wonder in the natural world around them. They examine a tiny spider that they find and show great fascination and care for the small creature. Other children are drawn into the activity as they come to see what one of their friends has found. This echoes their careful examination of caterpillars they are raising into butterflies. Children compare their caterpillars with photos that were taken several days before. They can see how the caterpillars have grown and explain that they know this is because they have fed them plenty of food. Children are fascinated by the care of living creatures and how they change over time.
- The childminder thoroughly recognises, values and supports children's individual needs. She works extremely closely with families to make sure she knows as much as possible about children's home lives, both when they first start and throughout the minding arrangement. This ensures that the childminder remains responsive to any learning or care needs they may have. This means children receive an excellent and thoroughly nurturing experience that supports their rapid progress and extremely smooth transition to their next stage of learning.
- Parents give high praise to the childminder and her assistant. They praise the 'fantastic care', that their children have 'so much educational fun' and how their children have 'developed lovely bonds' with the adults who care for them. Parents are extremely satisfied with the high-quality support their children receive and can see that they make thorough progress.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is the highest priority of the childminder and her assistant. Both adults who work with children are thoroughly aware of signs and symptoms of abuse and/or neglect and are vigilant for any signs that children may be at risk. They have attended much training to keep their knowledge up to date to ensure they can raise concerns with relevant agencies without any delay.

## Setting details

<b>Unique reference number</b>	EY435431
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10137558
<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>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 February 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Grays, Essex. The childminder operates from Monday to Friday, from 8am until 6pm all year round, apart from bank holidays and family holidays. She holds an appropriate early years qualification at level 3. She regularly works with an assistant.

## Information about this inspection

**Inspector**  
Naomi Brown

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector all areas of their premises used by children and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed an observation and how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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