

# Childminder report

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Inspection date: 11 August 2022

<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 have interesting, enjoyable days with the childminder. She provides a very welcoming and homely environment where they can play safely. The childminder is an extremely good role model, treating children with kindness and respect. Children form close relationships with her and show their affection for her. They demonstrate that they feel very safe, happy and contented. The childminder encourages children to be kind to each other and share resources. Children are beginning to understand the impact that their behaviour has on others. Their health and well-being are given high priority. For example, the childminder supports children to understand their feelings and emotions. Children explore appropriate ways to express them, such as by using mirrors or looking at books.

Children often go on outings to the farm, where they enjoy holding the baby chicks and feeding the ducks. They have fun as they learn, and are eager to try new things. For example, they explore different colours and smells as they make play dough. Children lead their own play and can choose from the superb range of toys and resources in the well-organised environment. This helps them to make decisions, and build their confidence and independence. Children are developing the skills they need in readiness for school.

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

- The childminder's professional qualification and experience supports her understanding of how children learn and develop. She is enthusiastic and actively joins in children's play to enhance their learning. The childminder makes regular assessments of children's learning and development. This helps her to support children to build on what they already know and can do, and contributes to the good progress they make.
- Children enjoy using different media, such as crayons and pens, to develop their mark-making skills. They draw lines and circles on paper, developing good hand-to-eye coordination. Children enjoy rolling and moulding dough. These activities help to develop children's small muscles, and prepares them for early writing.
- The childminder continually talks to children, modelling language to extend their vocabulary. For example, when making 'potions' in the mud kitchen, she introduces new words, such as 'turmeric' and 'ginger'. Children have easy access to an attractive basket of books and story props. They enjoy singing songs and rhymes, and listen attentively to stories. The childminder encourages children to count and use mathematical language as they play.
- Following the COVID-19 pandemic, the childminder identified that some children became anxious in large-group situations. Consequently, she plans many outings to local toddler groups and often meets up with the children of other registered childminders. Children thoroughly enjoy their trips to the library, where they sit

together and listen to stories. These outings have had a very positive impact on children's confidence and social skills.

- The childminder encourages children to have healthy lifestyles, such as learning good hygiene routines. Children have daily opportunities for fresh air and exercise outdoors. The childminder takes children on walks in the community and to local parks to increase their physical skills and fitness. This also helps children to learn to take manageable risks and experience challenge in their play.
- Parents have developed friendly relationships with the childminder and are very happy with the service she provides. The childminder regularly shares information with parents about their children's progress. She offers guidance on how to support children's learning at home. Parents say that they particularly appreciate the wide range of experiences their children enjoy, such as going to the farm, parks, playgroups and nature walks.
- The childminder is well qualified and experienced, and clearly enjoys her role. She makes effective use of training opportunities to extend her knowledge and skills. For example, she has recently completed a course to enhance her knowledge of teaching early phonics. She often meets other childminders to share good practice ideas.
- The childminder knows the children in her care very well and can confidently talk about what they know and can do. She plans a wide range of exciting activities and experiences for them. However, at times, the childminder does not focus precisely enough on what it is that she wants individual children to learn from the activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of how to safeguard children. She understands the procedures to follow if she has any concerns about children's welfare. The childminder undertakes regular child protection training to ensure her knowledge is up to date. She is aware of her duty to prevent children from being drawn into extreme views. Children learn simple rules that help to keep them safe when they go for walks and on outings. The childminder carries out thorough risk assessments of all aspects of her provision. This helps to identify and minimise any potential hazards to children.

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

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

- focus more rigorously on the aims and intentions for children's learning, to ensure they all make maximum progress.

## Setting details

<b>Unique reference number</b>	2537104
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10208601
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	3 to 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Stanford-Le-Hope, Essex. She operates her service from 7.30am to 6pm, Monday to Friday, all year round, 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 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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