

Childminder report

Inspection date:

14 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

MetMet

What is it like to attend this early years setting?

The provision requires improvement

Overall, children make suitable levels of progress in their learning and development. However, at times, the childminder does not make the most of all opportunities to engage children and extend their learning further. She does not consistently record children's arrival and departure times. Music constantly playing in the background does not always enable the childminder to hear and pick up on quieter children's thoughts and ideas. In addition, children's personal, social and emotional skills are not consistently promoted during snack and mealtimes. Despite these weaknesses, children enjoy a wide range of activities and experiences. They are particularly keen to play outside in the garden. Children carefully thread cereal hoops onto dried spaghetti to create a 'crown effect' on the top of a pumpkin.

Children independently choose toys and resources from the low-level baskets and shelves. They use their imaginations and recall past experiences that they include in their role play. Children gently rock dolls to sleep and lay them down in their prams. They copy what the childminder is doing. For example, children change their doll's nappy while their friends have their nappies changed. They speak gently to their doll as they do up the poppers on their clothes.

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

- The childminder observes children to find out what they know and can do. She knows what they are interested in. For example, the childminder shows children how to blow soapy bubbles. She challenges them to catch and pop the bubbles as they float to the ground. However, she misses opportunities to extend their learning further and describe what they are seeing.
- The childminder keeps a daily record of children's names and their contracted hours. However, she does not always ensure that this fully reflects their actual arrival and departure times.
- Children have close relationships with each other and the childminder. They enjoy snuggling up to her to listen to a story. The childminder reads with changes of voice and tone, which results in lots of giggles and laughter. The children know when they can add their favourite phrases and do so with excitement, saying, 'We cannot go over it, we cannot go under it'. However, for much of the time, there is music playing in the background. Sometimes, this hinders the childminder's ability to hear, extend and join in with children's play.
- Children keenly explore the childminder's back garden. They look for small numbers on wooden discs and make 'kebabs' from leaves and dried spaghetti. Younger children develop their physical skills as they practise walking on the garden path. They cheekily smile as they independently climb onto a small rocker, moving their bodies back and forth to create the rocking motion.
- Since the COVID-19 pandemic, the childminder greets parents and their children

at her front door, sharing any relevant information before they leave their children. The childminder sends regular pictures and updates during the day to help keep parents aware of what their children are doing. This helps to promote continuity to support children's care and development.

- The childminder has yet to consider ways to effectively organise snack and mealtimes to further promote children's personal, social and emotional development. Children sit at a table facing the wall. This minimises the effectiveness of any interactions between them and the childminder, as they sit with their back to her.
- Children have plenty of opportunities to visit different local amenities. The childminder takes them to regular rhyme-time sessions at the library, as well as a toddler group run by the childminders. The childminder takes children to visit parks and farms to learn about the changing seasons. Children collect leaves and twigs that they use to create pictures once back at the childminder's house.
- The childminder is keen to develop her practice. She regularly attends online webinars and speaks to other local childminders to share ideas about practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and how to safeguard children. She understands the signs and symptoms that may indicate that children are at risk of harm or abuse. The childminder knows the possible dangers to children from radicalisation or extremist behaviour. She makes use of online courses to help keep her training updated. This helps to ensure that she is aware of changes and new guidance as it is published.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the quality of education to make greater use of all opportunities to extend children's learning	25/11/2022
ensure a daily record is kept of children's hours of attendance.	25/11/2022

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

- create an environment that encourages children's communication and language

skills in order to respond to their thoughtful conversations and ideas

- develop snack and mealtimes to encourage greater social interaction between children to support their personal, social and emotional development.

Setting details

Unique reference number	EY333117
Local authority	Thurrock
Inspection number	10257700
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 December 201620 December 2016

Information about this early years setting

The childminder registered in 2006 and lives in Aveley, Essex. She operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Sue Buckingham

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 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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