

Childminder report

Inspection date: 11 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children develop warm and affectionate bonds with the childminder. They show that they feel safe, happy and relaxed in her care. The childminder knows the children very well and is extremely warm and attentive towards them. This helps them to feel valued and welcome in her home. Children enjoy being independent. For example, they cut up their fruit at snack time and put on their own coats and shoes. Young children persevere to manage their buttons and zips. All children behave extremely well. They share resources, take turns and play cooperatively together. The childminder uses every opportunity to praise them for their achievements. Consequently, children have high levels of confidence and self-esteem.

Children play with an excellent range of high-quality toys and resources. These are displayed very well, enabling children to make choices in their play. Children enjoy a variety of interesting and challenging learning experiences. They develop their skills through fun activities. For example, they excitedly mix different-coloured icing to ice their cakes. Children know that by mixing red and yellow they will make orange icing. They thoroughly enjoy adding the sprinkles and deciding who will eat them. Children develop their mathematical skills as they count the cakes they have made. All children enjoy their time with the childminder and are gaining the skills they will need when they go on to school.

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

- The childminder is very well organised and is dedicated and enthusiastic about her role. Her professional qualification and experience support her understanding of how children learn and develop. The childminder makes regular assessments of their learning and development. This helps her to support children to build on what they already know and can do, and contributes to the very good progress they make.
- Parents appreciate the way their children are introduced to science and nature. For example, children are fascinated by the family's stick insects. They watch in amazement as the 'roots' and 'shoots' appear on the beans they are growing in a glass jar. Children learn about life cycles as they observe caterpillars growing and changing into beautiful butterflies. These experiences help children to appreciate the awe and wonder of the world in which they live.
- Children benefit from high levels of individual attention and interaction with the childminder. They confidently recall their previous activities and experiences. For example, they happily explain how they made their cakes. They smile proudly when the childminder praises them for remembering ingredients, such as 'vanilla'.
- Young children quickly develop their early literacy skills and a love of books.

They select their favourite books and enjoy having cuddles with the childminder as she reads to them. The childminder talks to children about what they can see as they lift the flaps. She introduces them to new words, such as 'shovel', 'bucket' and 'rake'. The childminder sings songs with children to help extend their language skills further.

- The childminder encourages children to have healthy lifestyles. Children learn about the importance of good hygiene practices, such as regularly washing their hands. They automatically put their hands over their mouths when they cough. The childminder offers a selection of healthy and nutritious foods at mealtimes. Children develop their physical skills and learn to take manageable risks as they play in the childminder's garden and at the park.
- Parents are extremely complimentary about the care the childminder provides. They say that she is 'reliable, trustworthy and has a true passion for childcare'. The childminder sends messages and photographs of their children playing during the day. She regularly shares information with parents to enhance children's experiences and maintain continuity in their learning.
- The childminder forms highly effective partnerships with other registered childminders. She meets up with them regularly to share high-quality practice ideas. They frequently meet up with the children for outings and events. This helps children to become more confident in social situations and make new friends.
- The childminder makes good use of training and development opportunities to extend her knowledge and skills. She uses self-evaluation to give her an overview of the service she provides. However, it is not consistently used to set challenging targets to raise the quality of the provision even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of safeguarding and child protection procedures. She is confident in recognising and recording concerns, such as any changes to children's behaviour. The childminder demonstrates a good awareness of wider child protection issues, such as radicalisation and online safety. She reviews her policies and procedures regularly to ensure they are kept up to date. They are implemented very well, including those relating to children's welfare during the COVID-19 pandemic. She shares all policies with parents to ensure they understand her commitment to promoting their children's welfare.

What does the setting need to do to improve?

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

- strengthen self-evaluation processes to raise the quality of the provision even further.

Setting details

Unique reference number	204266
Local authority	Thurrock
Inspection number	10146129
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 May 2015

Information about this early years setting

The childminder registered in 2000 and lives in Chafford Hundred, Essex. She operates her service from 8am to 5pm on Monday, Tuesday, Thursday and 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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