

Childminder report

Inspection date: 17 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel extremely safe, happy and settled in the childminder's home. They are confident to freely explore the wide range of toys and resources that the childminder provides for them. Children behave well as the childminder is a positive role model and treats all children with courtesy and respect. The childminder skilfully supports children to share, take turns and develop good manners, such as encouraging them to say 'please' and 'thank you'. They demonstrate high levels of confidence and self-esteem. The childminder uses every opportunity to praise them for their achievements. She encourages children to explore and understand their different emotions. For example, children learn words to describe their feelings using books and emotion cards to support them.

Children are eager to participate in the rich learning experiences on offer inside and in the childminder's well-equipped garden. The childminder plans exciting activities for children to build on what they know and can do. Children play happily and are motivated and enthusiastic to learn. They enjoy being physically active, exploring natural materials and learning about nature. Children are fascinated as they watch their tomatoes growing in the garden. They thoroughly enjoy the responsibility of undertaking tasks independently, such as peeling their oranges and putting the peel in the bin. They make very good progress and acquire the skills they need to support the next stages in their learning.

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

- The childminder uses her observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps in learning into her planning. For example, her current focus is to support children with sharing and taking turns. Children learn how to interact with others, which has a positive impact on making future friendships.
- Children are developing a love of books and have their favourite stories. They participate in imaginary play, often using stories as a focus. The childminder cleverly brings the stories to life by using superb story props. For example, children enthusiastically use boxes and blankets to make a cave, as they act out the story about going on a bear hunt.
- The childminder offers good support as young children begin to develop their speaking skills. She encourages them to use language to share what they know. The childminder asks children questions as they play and explore. However, at times, she does not give children enough time to think and respond with their own thoughts and ideas.
- Children learn good control and coordination as they make marks using pencils, chalks, foam and paint. They thoroughly enjoy patting, squeezing and moulding play dough to make the food that the hungry caterpillar eats. Children

confidently use a wooden hammer to knock golf tees into pumpkins. These activities help to develop children's small hand muscles in preparation for early writing.

- The childminder routinely includes mathematical language during activities. She encourages children to sing number songs and rhymes at every opportunity. For example, they enjoy making currant buns and putting a cherry on the top. They sing the song about buying currant buns in the baker's shop, which helps to develop their understanding of simple addition and subtraction.
- Children benefit from excellent hands-on learning experiences, such as exploring the life cycle of butterflies. They can explain this process in detail, using words such as 'emerge' and 'cocoon'. They enjoy making and eating butterfly cakes. The childminder shows children how the wings on the butterfly are the same on each side, and introduces them to the word 'symmetrical'.
- The childminder encourages children to have healthy lifestyles. She prepares beautifully presented, healthy and nutritious meals. Children have daily opportunities for fresh air and exercise outdoors in the childminder's large garden. The childminder allows children to take supervised risks in their play, such as when using the climbing frame and balance beams.
- The childminder keeps parents well informed of children's daily activities and their ongoing progress. This helps them to extend their children's learning at home. Parents describe the childminder as a 'wonderful person', and say that she is very 'welcoming and friendly'. They appreciate the daily updates that they receive, and say that their children have made great progress in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and secure. She knows the local safeguarding procedures to follow if she has any concerns about a child's welfare. The childminder keeps her child protection training up to date and can confidently talk about the signs and symptoms that might indicate that a child is at risk of harm. She successfully teaches children to be aware of risks and their own personal safety. For example, they talk about road safety when they go on outings. Children know that they must listen as well as look before crossing the road.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions, to further support their language and critical thinking.

Setting details

Unique reference number	2521878
Local authority	Thurrock
Inspection number	10208103
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	2 to 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Thurrock. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder 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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