

Childminder report

Inspection date:

3 February 2025

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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder forms close bonds with children. She values each family and warmly welcomes them into her setting each day. This helps children to develop a sense of belonging. Children happily choose from the toys that are available. However, the support and interactions children receive from the childminder do not always help them to build on their learning. For example, she identifies that younger children need to recognise different shapes and colours, despite not having developed their early speaking skills. The childminder does not implement the curriculum effectively enough so that it builds on what children already know or what they need to learn next.

Children behave well. They follow instructions and understand the childminder's expectations. For example, children know to sit down while eating. She helps them to take turns and share. The childminder models good manners, such as 'please' and 'thank you', and when children repeat these words back to her, she offers them praise. The childminder provides children with a range of outings, which allow them to learn about the local community and develop their social skills. For example, she provides opportunities for children to visit the local park and library. They regularly socialise with other children at local toddler groups.

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

- The childminder has made some improvements to her practice since her last inspection. For example, she maintains a safe environment for children to play and learn in. The childminder has completed professional development training courses to extend her knowledge and understanding of child development. She receives advice and support from her local authority. However, she does not provide effective support, coaching and training for any assistants to raise the quality of the provision.
- The childminder works with families to gather information about the children's likes and dislikes. This enables her to provide activities that will interest the children. However, the childminder does not gather information about what the children know and can do when they first start. As a result, it is not clear what progress children are making.
- Children gain some skills that prepare them for their future learning and starting school. Their communication skills are developing effectively through various activities. For example, the childminder engages children in discussions about the different animals that can be found on a farm. Young children hear the childminder use new words during their play. Children enjoy looking through books and listening to stories. The childminder provides opportunities for children to socialise with other children when they attend toddler groups.
- Children are beginning to use number language in their play. For example, the

childminder encourages them to count the number of bricks they have used to build a tower. However, the childminder has not fully considered the sequence in which children learn to plan an ambitious and challenging curriculum. This means that teaching is not always focused precisely on what individual children need to learn next.

- The childminder helps to support children's health and hygiene routines. She works with parents to ensure that they provide healthy packed lunches and snacks for their children. The childminder ensures that children get plenty of fresh air and exercise. For example, during walks and visits to local parks and play areas. This supports their physical health. She encourages children to practise using their small-muscles as they use their fine motor skills to open and close different latches, complete puzzles and manipulate play dough.
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- The childminder communicates effectively with parents. She gives detailed feedback about their child's day. The childminder shares resources and ideas to enable parents to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
track children's progress more accurately from their starting points, to establish what children already know and can do to help identify what children need to learn next	28/03/2025
plan and deliver a high-quality curriculum that consistently motivates children to learn and builds effectively on their skills	28/03/2025

develop the quality of teaching to ensure each child is consistently challenged and they make continually good progress.	28/03/2025
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To further improve the quality of the early years provision, the provider should:

- ensure that supervision provides effective support, coaching and training for any assistants.

Setting details

Unique reference number	2524785
Local authority	Thurrock
Inspection number	10357486
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 June 2024

Information about this early years setting

The childminder registered in 2019 and lives in Tilbury. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children. She works with an assistant.

Information about this inspection

Inspector

Tina Mason

Inspection activities

- The childminder explained her intentions for the children's development and how she plans and implements her education programme.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children and assistant during the inspection.
- The childminder shared some documents with the inspector, including evidence of the suitability of persons working as assistants.

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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