

Childminder report

Inspection date: 12 May 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 build positive relationships with the childminder. They behave well. They turn to her for comfort and reassurance, such as when they need a rest. Children develop their confidence and show they feel safe in the childminder's home. For example, they begin to interact with visiting adults after a short period of time. They show the visitor their toys and demonstrate how the remote-controlled car they are playing with works.

Children become independent. For example, they persevere as they try to do the zip up on their coats before going outside. Children begin to gain an understanding of people in the wider community, such as people who help them. For instance, they say thank you to a school crossing person as they cross the road. This helps them to develop their understanding of road safety.

Children learn to communicate effectively. Young children use short sentences to ask for their favourite songs. They develop their manners. For instance, they say 'more please' to the childminder when they are eating their healthy snack. Children happily explore the resources on offer. They know where to find things. For example, they find their favourite stories from the wide range on display. They sit down with the childminder and enjoy turning the pages in the book, looking at the pictures with great interest.

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

- The childminder supports young children's learning effectively. She carefully plans activities based on children's interests, which helps to keep them motivated. She provides them with opportunities to explore by themselves. For instance, children enjoy moving mud from one area to the water tray. The childminder speaks to the children about what they can see, such as when they add different coloured liquids to clear water. This helps children to make connections between what they do and what happens as a result of this.
- The childminder is keen to enhance her professional knowledge. She regularly researches topics that interest her. She ensures that her training supports the children she cares for. The childminder identifies areas where children may need more support. For instance, she completes training about supporting children's speech and language development. This provides her with ideas to further encourage children's use of language.
- Children develop their physical skills well. The childminder recognises what children can do already. For instance, children show strong coordination in their lower body, such as when they confidently kick a ball in the garden. The childminder builds on this, encouraging children to develop their hand-to-eye coordination. Children focus well as they use tools to transport things carefully.

between trays. As a result, they develop their large muscles and coordination across the whole of their body. This helps to prepare them to build their smaller muscles, such as the muscles in their hands.

- Children are actively encouraged to make choices in the childminder's home. For example, they choose which fruit they would like at snack time. They complete colouring activities. The childminder provides children with a choice of pictures to colour based on their favourite characters. Young children confidently communicate their choices with the childminder. For instance, they ask to return indoors when they have had enough of playing outside. This contributes towards children feeling valued and involved in their own learning.
- Some children have had limited opportunities to build on their social interactions with other young children during the COVID-19 pandemic. The childminder is aware of groups and sessions within the local community that she can take children to. However, she does not yet provide children with enough opportunities to build their social interactions and form friendships with others.
- The childminder keeps parents informed about what their children do during their time with her. However, she does not yet provide parents with ideas or suggestions about how they can develop their children's learning at home. This means that children do not have opportunities to build on what they have learned with the childminder while they are not in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her roles and responsibilities in relation to safeguarding children. She completes regular training to ensure that her knowledge is as up to date as possible. She reviews her policies regularly. This helps her to ensure that information for external agencies is accurate, should she need to raise concerns regarding children's welfare. The childminder recognises the possible signs of abuse and neglect. She understands how to identify children who may be at risk of exposure to extreme views or behaviour. The childminder knows what to do should anyone make an allegation against herself or a household member.

What does the setting need to do to improve?

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

- extend opportunities for children to build on their social interactions with other children, so that they can form positive relationships with others
- support parents to build on children's learning at home, so that children can make even more rapid progress in their learning and development.

Setting details

Unique reference number	2562288
Local authority	Thurrock
Inspection number	10232149
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates from 7.30am to 5.30pm, Monday to Friday, all year round with the exception of bank holidays and pre-arranged family holidays.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- This was the first routine inspection the provider 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 inspector had a tour of the areas of the premises used for childminding.
- The inspector observed the childminder's interactions with children. She considered the impact of these interactions on children's learning and development.
- The childminder and inspector held discussions regarding safeguarding.
- The inspector read feedback from parents and took their views into consideration.
- The inspector viewed a range of the childminder's documentation, including suitability documents and insurance documents.

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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