

Childminder report

Inspection date: 9 November 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 are very happy and confident while at the childminder's setting. They are greeted with warm interaction and cuddles from the childminder. Children show great enthusiasm and support one another. For example, they state 'let's do this!' when it is tidy-up time. Children show delight when they see photographs of themselves as babies. They narrate what they can see in the photos and point out their peers.

The carefully planned activities and resources are based on children's interests, showing these are highly valued. The childminder offers a very inclusive setting and adapts her practice to support all children in her care. Children have access to a range of learning experiences, both inside and outside. They visit the local library, where they explore and borrow books. They also attend local children's groups, where they meet new people and explore new activities. Children have opportunities to learn about the natural world. For example, they go to the park and learn why leaves fall to the ground. The childminder reads stories with great excitement to build suspense. Children copy her expressions and learn about how the characters feel, linking this to personal experiences. This introduces them to learning about different kinds of emotions, supporting their personal, social and emotional development.

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

- The childminder supports children with getting ready for the next steps in their learning and development, such as toilet training. She works closely with the parents to provide guidance and support in this area.
- Children visit the local children's centre, for example, to attend an oral health session. They learn how to keep their teeth clean and why this is important. The childminder supports parents and children with learning about oral health and encourages parents to visit the dentist regularly with their children.
- The childminder supports children's fine motor skills. For example, she introduces coloured dough to help strengthen the muscles children need to be able to hold a pencil. Children access a range of writing resources, such as paper on clipboards, to encourage them to make marks throughout the day. For example, children write receipts when they play shops.
- The childminder has recently attended speech and language training. She uses several strong strategies to support children's communication and language development. However, the childminder does not always fully encourage children's language skills. For example, she sometimes predicts what children are going to say, rather than encouraging them to speak.
- The childminder extends children's activities based on their interests. For example, when playing with pasta, children start to break the pasta up. The

childminder adds tweezers to encourage the children to pick up the pasta. She demonstrates how to use a pincer grip, developing their fine motor skills. This prompts discussion about using chopsticks and how different cultures use different cutlery for food.

- Children learn about different celebrations. They borrow books from the local library and look at a range of languages on posters, comparing these different languages. The childminder teaches children about respecting and supporting one another, and they celebrate similarities and differences in our community.
- Children gain some knowledge of mathematics. For example, they play shops and look at weights and sizes of packages. However, the childminder does not always support them to extend their knowledge, for example, in counting and recognising numbers.
- Parents comment that the childminder is very kind and is a good influence on children. They say they feel their children are safe with the childminder. The childminder keeps parents up to date with what their children's interests are at the setting and their next steps in learning. Parents comment that they are happy with the communication regarding children's progress and interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the signs and symptoms of abuse. She is also aware of wider safeguarding concerns, such as county lines and the 'Prevent' duty. She attends regular training to keep her knowledge up to date. She knows the procedures she would follow if she had concerns about a child or if there was an allegation made against herself or members of her household. The childminder provides information to parents about how to keep children safe when using the internet.

What does the setting need to do to improve?

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

- consider how to support children further in developing their language and communication
- extend the opportunities that support children in developing their mathematical knowledge and skills.

Setting details

Unique reference number	2584497
Local authority	Thurrock
Inspection number	10251090
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Grays. She provides care on Monday to Thursday, from 8.30am until 6pm. The childminder operates all year round, except for bank holidays, family holidays and two weeks over the Christmas period.

Information about this inspection

Inspector

Stef Montgomery

Inspection activities

- This was the first routine inspection the childminder has received and therefore, the first inspection 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 and inspector completed a learning walk together to discuss the areas of learning, the curriculum and what they want children to learn.
- The inspector observed a planned activity and evaluated this together with the childminder.
- The inspector spoke to children about what they enjoy doing at the setting.
- The inspector viewed some feedback letters from parents and spoke to a parent for feedback.
- The inspector looked at relevant documentation, including the childminder's first aid certificate and proof of suitability for the childminder and household members.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022