

# Childminder report

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Inspection date: 9 December 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children have strong bonds with the childminder and receive warm interactions. The childminder provides children with praise and encouragement when they try something new. For example, they work together using bricks to create a bridge and tunnel for the train. When children successfully complete the structure, they pass a train through the tunnel and are so excited it has worked.

Children enjoy going for daily walks. The childminder uses the weather as a learning opportunity for children. For example, they talk about how they woke up to frost and ice that morning. They describe how they felt the grass 'crunching' as they walked through the field. Children participate in ice painting in the garden. They discuss shapes and how the water has 'frozen'. Children are introduced to other new words including 'melting' and 'dripping'.

Children observe their surroundings. They learn about roles of people in the community, including the bin and recycling collectors. Children learn about the importance of not wasting food, recycling and caring for our environment. They donate food to the local food bank, learning to support the community. Children enjoy planting seeds to grow their own food. They help prepare this food and create fruit salads. Children also prepare some vegetables from the garden to feed the childminder's pet rabbits and guinea pigs. These learning experiences allow children to learn about creating a sustainable environment and making healthy life choices.

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

- The childminder creates a home-from-home environment. She focuses on creating activities based on children's interests to progress their learning and development.
- The childminder has organised a well-sequenced and ambitious curriculum. She has a good understanding of child development and how to sequence children's learning. For example, she understands children need to develop their shoulder muscles before they practise their fine motor skills to develop their early writing.
- Children are offered many learning experiences outside the home. They go on walks everyday to build on their love of exercise, promote healthy life styles and develop their physical skills. Children regularly attend local toddler groups and explore the local park. They enjoy exploring the resources in the garden, creating potions and mud pies and developing their imagination.
- The childminder has created strong partnerships with parents. When children start with her, the childminder obtains detailed information, which includes their routines, interests, current development and family background. This allows the childminder to build upon what children already know, expanding their learning

and development further.

- The childminder supports children with their transition to school. She encourages them to learn important social skills, including turn taking. The childminder shares information with local schools to ensure there is a smooth transition. However, she does not always make the best use of opportunities to encourage children to do more for themselves and extend their independence even further.
- The childminder models language well. She uses the correct pronunciation of words to reinforce their language. The childminder continually talks to them to extend their vocabulary. She asks children questions as they play. However, at times, she does not give children enough time to think and respond with their own thoughts and ideas.
- Children's mathematical skills are developed well. The childminder encourages children to sort objects according to their colour. Together, they count the bricks and children then begin to count other objects as they play.
- The childminder has regular discussions with parents regarding the special occasions or festivals they celebrate at home. She incorporates these into the activities she provides and teaches children about diverse cultures. The childminder provides food and clothing from different countries for children to explore. She teaches children about different family dynamics. They learn that everyone is unique and the importance of respecting each other.
- The childminder is very reflective of her practice. She attends regular training to maintain her knowledge on child development. Parents comment that the childminder provides a safe and caring environment. They say that she is, 'supportive, warm and welcoming'. They appreciate how she follows children's interests and goes above and beyond to ensure their children are stimulated.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment for children. She has a good understanding of how to keep children safe. She knows the signs and symptoms of abuse and also wider safeguarding concerns. For example, she is aware of county lines and domestic violence, and the impact they can have on children. The childminder knows the procedures to follow if she has concerns regarding a child and also if an allegation is made against her 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:**

- provide children with opportunities to develop their independence further
- allow children time to respond when asking questions, to build on their communication and language skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2596457                                                                           |
| <b>Local authority</b>                             | Thurrock                                                                          |
| <b>Inspection number</b>                           | 10262831                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Stanford-Le-Hope, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Stef Montgomery

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 took into account parents' views.
- The inspector looked at relevant documentation, including the childminder's first-aid certificate.

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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