

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting and display a positive attitude to learning. Children form a very strong relationship with the childminder and her assistants. They support children's emotional well-being, self-esteem and resilience. Children are very familiar with the established routines. They navigate, with interest and ease, around the setting and outdoors, choosing activities that spark their curiosity and excitement. For example, they enjoy exploring an activity with play dough and cutters. They mould the dough with confidence and use tools with good control and dexterity. This helps to develop their fine motor skills and hand-to-eye coordination. Children talk about what they are doing and recall past events, to support their communication and language skills.

Children enjoy books and develop a passion for reading. They ask an assistant to read their favourite story about some little pups. They look at the pictures with interest and curiosity, name some of the characters and answer open-ended questions. As a result, children further develop their critical thinking and problem-solving skills.

Children have great fun singing traditional nursery rhymes. They dance along and do the relevant actions, showing high levels of enthusiasm. This helps to build on their social interactions, self-esteem and confidence.

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

- The childminder offers a rich environment with plenty of meaningful learning opportunities. Children make their own choices about the books they would like to read or activities they would like to explore next. They learn to share and take turns with confidence.
- Children behave very well. They show high levels of respect towards their peers, the childminder and her assistants. Children have good manners and share resources well. They understand the behavioural expectations set by the childminder. For example, they use 'kind hands' and respectful words when interacting with one another. Children continuously develop their independence. They pour their own drinks and clean their own hands and faces with ease. This helps support their self-esteem and confidence.
- Children form strong relationships with the childminder and her assistants, who offer a calm, stable and nurturing environment. They feel secure in their care and readily ask for help when needed. This supports children's emotional well-being effectively.
- Children are fascinated to listen to their favourite story. They concentrate intently, point at the pictures and learn new words and phrases, such as 'hot air balloon'. However, the childminder does not use all opportunities to allow all

children, particularly younger or more vulnerable children, to absorb and embed this new knowledge.

- Children have fun exploring a large train track set on the floor. They show high levels of energy and enthusiasm and work well as a team. Children also engage in role play and pretend play to further their imaginative skills and strengthen their social interactions. The childminder ensures that her assistants model language well and engage in conversations with the children.
- The childminder has a good knowledge and understanding of children's learning. She uses her assessments of what children can do to plan for the next steps in their learning.
- The childminder's vision and ethos for her setting is ambitious. She continuously looks for ways to improve the quality of care and education she provides to benefit the children. The childminder is experienced and takes part in regular training opportunities to keep her knowledge up to date.
- Partnership working with parents is strong. They comment on the childminder's robust and effective approach to their children's learning. They praise her for the progress their children have made. They also comment on the childminder's positive communication, as well as her inclusive and flexible practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong and robust knowledge and understanding of safeguarding, including wider aspects of safeguarding, such as female genital mutilation. The childminder has effective and accurate policies and procedures in place to guide her, which she reviews regularly and shares with parents. She understands the importance of following the correct procedures to report any concerns to relevant professionals, to protect children from harm. The childminder completes regular training to keep her safeguarding knowledge current and up to date. The childminder takes steps to help to ensure that her home and garden are safe. She carries out regular risk assessments and this helps to ensure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen teaching skills to provide all children with rich opportunities to be fully challenged in their learning.

Setting details

Unique reference number	2603643
Local authority	Thurrock
Inspection number	10264034
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	1 to 4
Total number of places	18
Number of children on roll	28
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Grays, Essex. She provides care from 6.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder works with three assistants, on different days. The childminder holds a relevant qualification at level 6 and two of her assistants hold qualifications at levels 4 and 2. The childminder provides funded early years education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed with the childminder the impact of the pandemic and has taken that into account in their evaluation of the provision.
- The childminder and the inspector completed a learning walk together. They discussed how the curriculum is organised and what the childminder wants the children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability of the childminder to work with children.

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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