

Childminder report

Inspection date: 20 January 2023

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 wonderfully happy at this setting. On arrival, they are greeted with warm and nurturing cuddles from the childminder. Children know the routines of the setting, taking off their coats and shoes before heading off to play. They are developing their independence skills and settle quickly into the warm and safe environment.

Children have good relationships with others. They behave well and are developing an understanding of how their behaviour affects others. Children share the resources well and take good care of them. The childminder has high expectations for children's behaviour. Children listen well and follow instructions. For instance, when asked to tidy up, they happily put the toys away.

Children demonstrate confidence and are developing fluency in their communication. They hold meaningful conversations with the childminder, as they discuss what meals they should cook in the home corner. Children enjoy familiar and well-loved stories. For example, they ask the childminder's assistant to read the story 'Silly Dizzy Dinosaur' over again. Children copy key phrases, such as 'look out, Dizzy', and predict what might happen next. Children enjoy a range of activities that promote their development. They explore the available resources confidently, making choices about their play.

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

- The childminder plans activities based on children's interests and abilities. Children enjoy a range of activities that support their all-round development. The childminder and her assistant observe children regularly. This provides a clear picture of what children enjoy and can do. They use information provided by parents to further support children's learning. However, at times, activities and experiences do not offer enough curiosity and challenge for children. This reduces opportunities to further develop their interests and talents.
- Children are developing a love of stories and rhymes. The childminder ensures that all children have access to a range of books that support their interests. Children enjoy taking part in a 'song bag' activity. They sing much-loved songs, such as 'The Wheels on the Bus.' As a result, children are developing a broad vocabulary. Children delight in playing with musical instruments. They remember how to make beats that are fast and slow, and soft and hard.
- The effective curriculum provides children with a range of enjoyable activities and experiences. Children enjoy making tyre patterns with paint. They name colours, and older children remember that when you mix blue and red paint together, it makes purple. Children show good levels of concentration as they play. They spend good periods of time engaged in imaginative play. For

example, they take care of the 'babies' and make delicious meals for dinner.

- Children with special educational needs and/or disabilities make good progress. The childminder works closely with parents and professionals to provide support for children. As a result, children are developing their skills and knowledge. On occasion, the childminder does not always support all children consistently to have the confidence to express themselves to adults, particularly when minor conflicts with peers occur.
- The childminder supports children to develop emotional security. Children experience warm, sensitive and responsive care. They are developing an understanding of a range of emotions. The childminder and her assistant use words such as 'frown' to describe children's expressions. Children are developing empathy. They show kindness to their friends and play cooperatively together. When minor accidents happen during play, children show concern for their friends.
- The childminder ensures that she keeps her knowledge and training up to date. The childminder provides regular and effective support for her assistant. She encourages her assistant to attend regular training to further supports her good practice. This results in improvements in the quality of education for children.
- Parents speak very highly of the childminder. They comment that she goes 'above and beyond' to provide the best care for their children. Parents say that they would not change a thing about the childminder. They feel that their children are safe, well cared for, and make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in keeping children safe. Both the childminder and her assistant have attended appropriate safeguarding training. This ensures that they understand the correct way to manage concerns. The childminder and her assistant have a secure knowledge of safeguarding. They are able to identify the indicators for broader child protection issues. This includes female genital mutilation and county lines. Regular risk assessments are carried out to make sure the premises remain safe and secure. Arrangements for mealtimes ensure that children with allergies are not exposed to prohibited foods.

What does the setting need to do to improve?

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

- develop the curriculum to provide rich experiences that promote children's curiosity and concentration and builds on their interests and talents
- support all children to build their confidence in expressing their feelings and emotions, particularly during times of conflict.

Setting details

Unique reference number	2605392
Local authority	Thurrock
Inspection number	10265234
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 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Aveley, near South Ockendon. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- This was the first routine inspection the childminder received 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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