

Childminder report

Inspection date: 9 May 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 thrive in a calm, child-centred, language-rich environment. They demonstrate enjoyment in the variety of activities on offer and are confident to explore and select resources to use in their play. Children are confident communicators and express their views, interests and wants in a variety of ways. Children are extremely independent and use opportunities throughout their day to develop these skills. For example, they independently wash their hands for snack, then find their placemat and snack and sit at the table together. They confidently open the wrappers or ask for help if required.

Children are motivated learners. They are inquisitive and demonstrate an eagerness to take part in activities and learn. They focus on the activities on offer and demonstrate perseverance. For example, when blowing bubbles, a child shows great perseverance by trying several times before being able to blow the bubbles independently. The child celebrates this achievement with a cheer. Children behave impeccably. They demonstrate clear understanding of the behavioural expectations and use this knowledge to make good decisions about how to behave. They are kind to their peers and share resources with each other.

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

- The childminder and her assistant have excellent knowledge of how to support all children, including those with special educational needs and/or disabilities. They have undertaken relevant training and accessed funding to best support the children to make good progress. They attend meetings with other professionals to share ideas and set shared targets for children.
- The childminder and her assistant are extremely responsive to the children. They effectively supervise, interact and listen to the children, to ensure that each child feels listened to, safe and reassured.
- The childminder and her assistant work together in unison to support all children to make good progress. They work together to plan, implement and evaluate a range of activities that are carefully designed to support all children to learn and progress. They reflect on their practice to identify areas of improvement and strive to continually improve.
- A language-rich environment is created to support all children to acquire and use language. They are confident communicators and demonstrate enjoyment when interacting with adults and each other. They are confident to ask for help when required and talk about what they are doing.
- Children are supported to acquire and use mathematical language. Adults ask questions to encourage children to think, solve problems and use mathematical language. For example, children are encouraged to count objects, compare sizes and use fingers to represent numbers. However, children's experiences within

their local community are limited, which does not help children to have rich opportunities to develop their knowledge of the world in which they live.

- Parent partnerships are strong. The childminder aims to work in partnership with parents and parents speak highly of the childminder and her assistant. Parents state that communication is effective, and they are happy with the service provided. The childminder communicates with parents in a variety of ways to ensure they are well informed of their child's learning and development when in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely confident about her responsibility to protect children from harm. She is exceptionally knowledgeable in recognising the signs and symptoms of abuse. Furthermore, she knows how to report concerns or seek advice if concerned about a child. The childminder reinforces her knowledge by attending regular training. She includes her assistant in the training to ensure she too is equipped to recognise and act in the case of possible harm to children. The childminder completes thorough ongoing risk assessments of the premises and ensures the safety of children is her priority.

What does the setting need to do to improve?

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

- develop children's understanding of the world around them to promote an understanding of, and respect for people, families and communities beyond their own.

Setting details

Unique reference number	2619539
Local authority	Thurrock
Inspection number	10280891
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	3 to 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates term time only from 7.30am to 4pm, Tuesday to Thursday, except bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk and the childminder talked to the inspector about how she plans her curriculum and what she wants children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector talked and listened to the children.
- The inspector viewed documentation, including evidence of suitability and training certificates.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector considered the views of parents through written feedback provided.
- The inspector viewed the areas used for childminding.

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 2023