

Childminder report

Inspection date: 3 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 arrive happily and are greeted warmly by the childminder. They have a strong bond with the childminder, as they embrace in cuddles and often show her what they are playing with. Children enjoy singing songs with the childminder during nappy changes and mealtimes, strengthening the bond between them. Children enjoy being in each other's company as they share resources with one another, and laugh as they play peekaboo. This develops children's personal, social and emotional development.

Children's communication skills are developed well in this language-rich environment. During their play children are introduced to new vocabulary, such as 'excavator'. They repeat words back to the childminder, showing they have learned new words. The childminder speaks to children in their home language, and children's faces light up when they hear this. The childminder adds extra detail when children use singular words. For example, when children say 'truck', the childminder repeats 'Yes, a red truck', and children begin to copy. Children are supported to have a love of stories. They are encouraged to repeat phrases from stories and songs, which develops children's language and literacy skills.

Children are developing good levels of independence. Children learn to dress themselves as they prepare for the transition to primary school. Younger children learn to feed themselves during lunchtime, as older children learn to pour their drinks using a jug. They are met with lots of praise when they are successful.

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

- Children have good mathematical skills. The childminder introduces children to a range of mathematical concepts during their play, including colours, numbers, quantities and positional language. Children enjoy lining their cars up and counting how many they have.
- Children read a story about farm animals, and sing the 'Old McDonald had a farm' song together with the childminder. Children enjoy 'freeing' the farm animals from the play dough. They use their fingers to peel away parts of the play dough and are excited when they set the animals free, which develops their fine motor skills. However, there are moments where children's interests are not always followed. For example, as a child climbs on a chair and tries to play with a pen, the child is distracted to participate in another activity, rather than meeting the child's emerging interest and need to develop their physical skills.
- The childminder encourages children to eat healthy food and shares this with parents. During mealtimes, children are introduced to the names of the food they are eating, promoting healthy eating habits and choices. Children learn how to maintain healthy oral hygiene through a range of activities, including singing

songs while they brush their teeth.

- Children learn about different cultures. For example, children recently made lanterns for Chinese New Year, where they discussed the festival and why it is an important celebration. The childminder finds out about children's backgrounds during their settling-in sessions and through regular discussions with parents. The childminder then uses this information to teach children about special occasions and festivals that are also celebrated at home.
- Children with special educational needs and/or disabilities make good progress. The childminder works closely with other settings children attend. They discuss children's targets and next steps to provide consistency between settings. In addition, she will communicate regularly with other agencies and the children's parents to support children's learning. This has a positive impact on children's outcomes.
- The childminder often reflects on her practice and environment to ensure it is enriching and stimulating for children. She often observes areas in her setting to review areas children enjoy playing in and areas that are not used by children, and adjusts her setting to make use of the space provided. She attends training programmes where she can network with other professionals and continue her professional development.
- Parents say the childminder is 'hands on' with providing a range of activities that keep children engaged. Children settle quickly and run into her setting ready to start their day. Parents comment that their children's speech has developed since starting. Parents value the photographs they regularly receive to update them about what children are learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good risk assessment procedures in place to ensure that children remain safe. She has a robust procedure in place if a child were to injure themselves when in her care. The childminder has good safeguarding knowledge as she attends regular training. She knows the signs and symptoms of abuse, including physical abuse, neglect, female genital mutilation, domestic abuse and radicalisation. The childminder knows how to report concerns she may have about children and their families, and the reporting procedure if there were concerns raised against herself 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:

- find more ways to respond to children's emerging interests, particularly for children who want to develop their physical skills.

Setting details

Unique reference number	2620815
Local authority	Thurrock
Inspection number	10281052
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in South Ockendon, Essex. She operates during school term time only, on Tuesdays and Wednesdays from 10am until 4pm, except for bank holidays and family holidays. She provides funded care for three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

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 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 interacted with children throughout the inspection.
- The inspector took account of the views of parents.
- 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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