

Childminder report

Inspection date: 20 March 2024

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 enjoy spending time with the childminder. They are happy and settled in the welcoming and homely environment she creates for them. Children develop secure relationships with the friendly and caring childminder. She offers reassuring cuddles to young children, which help them to feel safe and secure. The childminder provides children with activities and resources that support their interests.

Children show their growing understanding of the childminder's behaviour expectations. They play well together, learn to share the toys and develop good friendships. Children take turns to slide toy cars down the slope on a toy garage, laughing together as the cars reach the bottom. Children excitedly greet their friends who arrive at the setting after them. The childminder praises children's efforts and achievements as they engage with activities. This helps to support their self-esteem and confidence.

Children have plenty of opportunities for physical development, inside and outside. For example, children enjoy using the inside slide. They are keen to play outside in the childminder's garden. Children enthusiastically throw, catch and kick balls and push themselves along on the scooters. This helps to strengthen their muscles and support their physical skills. Children benefit from regular outings to the local environment. For example, they attend toddler groups and visit the library and nearby park. This helps to extend their social skills and develop their understanding of their local community.

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

- The childminder offers families flexible settling-in sessions that are tailored to individual children's needs. She gathers information from parents before children start to help her understand children's interests, routines and where they are in their development. This helps the childminder to understand how to support children from the beginning.
- The childminder knows children well. She uses assessment to identify where children are in their development. However, next steps are not always sharply focused on what children need to specifically know or do next in their sequence of development. As a result, the childminder does not always ensure she provides sufficient focus and challenge on children's precise learning needs to help drive their learning and development to the highest level.
- The childminder supports children's communication and language. She talks to children about what they are doing and says the names of objects and toys. The childminder speaks slowly and clearly, repeating words back to them so that they can hear how to pronounce words correctly. This helps to develop children's

early language skills.

- Children's independence is supported effectively. The childminder places a focus on helping children to develop the skills they need to start school confidently. For example, she supports children from a young age to put on the shoes and coats and to feed themselves at lunchtime. Children learn good hygiene routines. For example, children are familiar with washing their hands before eating.
- Children show an interest in books and enjoy stories and singing. They snuggle up to the childminder and listen attentively as she reads to them, emphasising some key words. Children select their own books. They sit quietly, turn the pages carefully and look at the pictures with interest. This helps children to develop a love of reading.
- The childminder support children's mathematical development. Children learn how to recognise and name shapes. The childminder effectively weaves counting into activities. For example, as children build towers with wooden shapes, the childminder supports them to say the number for each shape they select. She uses mathematical language to describe the towers as 'tall' and 'short'.
- The childminder evaluates her provision and seeks the views of parents to consider how she can improve the service she offers. She engages with mandatory training, such as paediatric first aid and safeguarding. However, the childminder does not make the most of ongoing professional development opportunities to further extend her knowledge and skills, to continually improve the experiences of children.
- Parents praise the childminder. They say that their children are happy and keen to spend time with her. Parents appreciate the good range of experiences the childminder offers at her home and on outings to the local community. They advise that the childminder keeps them up to date with their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- identify children's next steps more precisely, to ensure there is sufficient focus and challenge on children's precise learning needs
- focus the use of professional development opportunities to further extend knowledge and skills to continually improve the experiences of children.

Setting details

Unique reference number	2652540
Local authority	Thurrock
Inspection number	10332978
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Grays, Essex. She operates all year round from 8pm to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector spoke to parents during the inspection and took account of their 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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