

Childminder report

Inspection date: 13 September 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

The childminder provides nurturing care for children. When they arrive, they are greeted with warm cuddles as the childminder makes them feel welcome and secure. She talks calmly to children who are unsettled to understand how they feel and how she can help. This means that they quickly become involved in the learning experiences that are provided. The childminder offers children activities that capture their interest. Children enjoy connecting the wooden train track together, engaging in lively chatter about trains and saying, 'Choo-choo', as they move the trains around the track.

The childminder has constructed a clear curriculum that engages children in their learning. Children have lots of opportunity throughout the day to be curious and ask questions. They explore the sand tray with excitement, burying items and asking questions. The childminder weaves mathematical language throughout children's play. When on a walk, children talk about directions and road safety. They are developing a broad and interesting vocabulary as they hear words such as 'squishy' and 'pouring'.

Children understand the expectations of the childminder. These are clearly explained and used consistently. The childminder helps children to make choices as she talks about the plans for the day. Children show good concentration and enjoyment as they engage in their experiences. As a result, behaviour is very good and any low-level incidents are quickly resolved.

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

- The childminder has a good understanding about what she wants children to learn. She provides a range of experiences that broaden children's understanding of the world around them. For example, they visit the beach where they find baby crabs and build sandcastles. Children are making good progress across the areas of learning.
- The childminder supports children's communication and language development. She introduces a range of describing words alongside children's play, including 'small', 'medium' and 'large'. Children who are still developing their speech are supported well, as the childminder repeats words and models clear language. On occasion, when asking questions, the childminder moves on to new conversations before children have had time to finish their response.
- Children enjoy being physically active. They go for regular walks in the local community and access the childminder's garden. Children are learning about healthy lifestyles as they drink their water, explaining that it stops them feeling thirsty. They enjoy healthy and nutritious snacks, eagerly peeling bananas and cutting pears.

- Children are curious. During a walk, they spot the post trolley and try to seek out the postal worker. The childminder encourages them to look for different leaves and berries. When children see an aeroplane, they point with excitement. However, these experiences are not always extended for children when they return to the childminder's home to develop this new knowledge further.
- The childminder supports children to manage their emotions. When children are sad due to separating from their carer, the childminder provides warm and sensitive care, which helps them to settle quickly and enjoy their day. Children listen and respond well to the childminder. At tidy-up time, they eagerly collect the toy trains and place them back in the basket. Children are developing empathy as the childminder helps them to understand how their actions make others feel.
- Children are becoming independent. They manage their personal hygiene well and are beginning to dress themselves. The childminder encourages children to make choices about their learning. She encourages them to solve problems, such as how to make more space in the sand tray when it is full.
- Parents are very happy with the care and education their children receive. They comment that children are settled and that they make good progress. The childminder shares information regularly with parents, including the progress children make.
- The childminder attends regular training to keep her knowledge and skills up to date. She welcomes visits from the local authority who offer her guidance and support. The childminder requests regular feedback from parents to help identify strengths and any areas for development.

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:

- give children the time they need to think things through and respond before moving on to the next question
- consider how to provide children with further opportunities to explore, investigate and extend their knowledge, following the initial learning experiences.

Setting details

Unique reference number	2655970
Local authority	Thurrock
Inspection number	10344418
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Stanford -Le-Hope area of Essex. She operates all year round, from 8.30am to 5.30pm on Mondays, Tuesdays, Thursdays and Fridays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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