

Childminder report

Inspection date: 20 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children display a great deal of happiness. They have developed secure and trusting relationships with the childminder. The childminder has created a warm and nurturing home-from-home environment. Children receive personalised care. The childminder knows each child very well. The partnerships and engagement with parents are a key strength. The childminder spends time every day speaking to parents. This helps her understand what the day might look like for children, for example, when they have been away, or had a bad night. She ensures that their personal needs for that day are fully met. This helps children to develop emotional security.

Children behave well. They show kindness to their friends and play together well. At times, children struggle with emotions. The childminder supports them to understand how they are feeling. Children enjoy the range of activities provided. They have access to a wide choice of resources that develop their curiosity. They explore with enthusiasm and spend long periods of time at activities. They enjoy the outdoor space as they run, jump, climb and swing. Younger children, who are not yet walking, enjoy the space as they crawl and use the swing. Children are making good progress in their learning and development.

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

- The childminder has developed an effective curriculum. Children learn through their play and planned learning experiences. For example, they enjoy a story about the body. The childminder's assistant teaches them about skin and bones. Children tell the childminder that your brain is in your head. Children experience a language-rich environment. Mathematical language is woven into play. Stories and songs provide further language-rich experiences. The childminder and her assistant support children who have communication difficulties. They repeat words back in a clear and correct way. This helps them to develop their pronunciation of words.
- The childminder completes regular observations and assessment. This provides an overview of what children enjoy and can do. The childminder and her assistant plan a range of fun and engaging experiences.
- Children build upon their knowledge and skills. In the sand tray, children learn how to make sandcastles. They learn how to pat the sand into the bucket. The childminder's assistant demonstrates how to flip the bucket to create the sandcastle. However, on occasion, children miss out on further opportunities to broaden their knowledge. For example, when children find worms, the childminder does not use this opportunity to extend their knowledge further.
- The childminder supports children to develop a positive sense of self. Her deep knowledge of each child supports the development of their character. Children

are developing personal hygiene skills. They wash their hands and some are beginning to use the potty. During mealtimes, children make healthy choices from a selection of fruit. They enjoy their packed lunches, independently feeding themselves. Children are physically active. They show increasing skill as they climb steps for the slide. They run with energy around the garden. Younger children develop their crawling and core strength. All children enjoy fresh air and access to nature.

- The childminder has a clear vision. She uses parent feedback to understand how parents view the provision. The childminder and her assistant attend regular training to develop their skills and knowledge. The childminder's assistant receives regular feedback about her performance.
- Parents speak highly of the childminder. They are happy with the progress children make and the communication they receive. They particularly commend the childminder for her personal approach to their individual children. They feel safe in the knowledge that the childminder treats each child as one of her own. Parents express how fortunate they are to have a place at the childminder's setting.
- Children's behaviour is good. They co-operate with their peers, taking turns and sharing. The childminder and her assistant model positive behaviour. As a result, children are developing an awareness of right from wrong. Children show kindness and consideration to their friends. For instance, they offer them a blanket when they feel tired. Children are enthusiastic and motivated to play. For example, they enjoy making reindeer food, spending time concentrating on the task.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe at the childminder's setting. Both the childminder and her assistant have attended safeguarding training. They have a good understanding of the different types of abuse. This includes physical abuse, sexual abuse and neglect. They understand their responsibilities for reporting concerns. The childminder has a secure understanding of the reporting process. She is aware of where to report concerns to. The childminder has ensured that suitable checks have been completed for those working directly with children. The premises are safe and secure. The childminder completes regular risk assessment. There are effective processes in place for the safe administration of medicines.

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 knowledge and skills through the extension of experiences that develop children's critical thinking skills.

Setting details

Unique reference number	EY334902
Local authority	Thurrock
Inspection number	10264025
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 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Corringham, Essex. She operates all year round, from 7.30am to 6pm, on Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- Parents shared their views of the setting with the inspector.

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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