

Childminder report

Inspection date: 12 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and supportive environment. Children arrive happily and settle quickly into exciting play experiences alongside friends. They develop strong bonds with the childminder and her assistants early on. Children know they can approach adults for support, reassurance and praise. Therefore, they quickly become confident explorers.

The childminder sets clear expectations for children's behaviour. Children behave well as they know what is expected of them throughout the day. Adults act as strong role models for respecting others and property. As a result, children help tidy away resources after use. Older children are mindful of younger children when playing. Children want to support the childminder and her assistants by following instructions. Therefore, transitions between activities are quick and calm. Children look forward to what is happening next with anticipation.

The childminder has a clear ambition for an all-inclusive curriculum. She sets children's self-help skills as a high priority. The childminder aims for all children to become independent learners by the time they go to school. Children enjoy the challenges of doing things for themselves. They thrive on the praise for learning new skills. Children then delight in showing the childminder and her assistants what they know and can do.

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

- The childminder supports early communication and language skills and a love of reading. She embeds literacy using stories, songs and rhyming activities in everyday practice. The childminder and her assistants model new words and language to children. Children make clear progress and become confident communicators as a result.
- The childminder has strong links with the local community and other childminders. Weekly, they share good practice by creating literacy activities in the library. Children extend their social skills and community experiences as a result. The childminder also takes children to local fire stations and on regular nature walks. Children learn to respect nature by putting litter in bins and being careful around animals.
- The childminder is proactive in recognising when children may have special educational needs and/or disabilities. She works closely with families and other professionals for early diagnosis and support. The childminder then implements specialised support plans at her setting. Due to her diligence, children have gone on to achieve the best possible outcomes at school.
- The childminder and her assistants create stimulating learning environments. They link learning to stories based on children's interests. Children listen to a

story about a superhero insect. They then enjoy exploring insects, numbers and habitats with their senses outdoors. However, the childminder and her assistants do not always adapt activities to further support the engagement of younger children. Older children are not always challenged with their thinking during play. This means that learning opportunities are not taken to the highest possible levels.

- The childminder is a supportive and encouraging leader. She has established excellent communication between herself and her assistants. Between them, they work effectively as a team to be good role models for children. The childminder's assistants report that they feel settled and secure in their roles. They feel empowered to improve their provision from helpful feedback and guidance.
- The childminder has developed strong partnerships with parents. Parents highly recommend the childminder to others. They praise the childminder and her assistants for the strides that children make in their development. Parents appreciate the regular feedback on the variety of experiences that children have. They state that their children enjoy their time with the childminder and look forward to attending.
- The childminder feels passionately about healthy living and lifestyles. She supports parents and families with guidance and advice on how to eat healthily and exercise. Children enjoy time outside and exploring the local environment. The childminder teaches them about healthy foods while they eat fruit at snack time. As a result, children become confident in knowing how to live healthy lifestyles from a young age.

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:

- support younger children's engagement in adult-led activities to further increase learning opportunities
- challenge children's thinking during play to extend their learning to the highest levels.

Setting details

Unique reference number	EY340520
Local authority	Thurrock
Inspection number	10355407
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	0 to 3
Total number of places	18
Number of children on roll	17
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Grays, Essex. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and childminder carried out a joint observation of a group activity.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- 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.

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 2024