

Childminder report

Inspection date: 2 July 2024

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 are very happy to attend this setting. They arrive smiling and settle very quickly. Children are at the heart of this setting. The childminder creates a fun and inspirational environment that ignites children's curiosity and passion for discovery and exploration. She offers children opportunities to make their own choices of activities they would like to explore next. For example, in the garden, children love the water tray. Younger children enjoy filling and emptying containers, which builds on their hand-to-eye coordination. Older children learn more about the concepts of sinking and floating to enhance their cognitive development.

The childminder is very warm and nurturing. She has high expectations of children. The children rise to the challenge exceptionally well and follow the setting's routines and boundaries with confidence. The childminder encourages children to become positive and independent learners. For example, they help with tidy-up duties, while following instructions correctly. As a result, children feel valued and involved during their time at this setting.

Children form strong and respectful relationships with the childminder. She responds to children's needs in a sensitive and caring manner. The childminder recognises and appreciates children's achievements. She offers constant praise and recognition for their efforts, while proudly displaying their creations around the setting. This supports children's confidence, self-esteem and emotional resilience.

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

- The childminder offers a diverse and inclusive practice. She takes into account children's needs, interests and abilities when planning a wide range of stimulating activities. The childminder also supports children who require additional help. As a result, they make good progress in their learning.
- The childminder is an exemplary role model for the children. She models language well and engages them in meaningful conversations. The childminder introduces new words, such as 'tyrannosaurus', 'crunch' and 'stuck', and prompts children to repeat them to embed them securely. This helps develop children's communication and language skills.
- The childminder creates wonderful opportunities for children to build on their understanding of the world and role-play skills. As children are fascinated with dinosaurs, she encourages them to name them correctly, match them against a template and observe their distinctive features. Furthermore, the childminder supports children to notice the difference in sizes of the dinosaurs to extend their mathematical skills and critical thinking.
- Children have a great time exploring the water wall. They carefully fill jugs with water to pour through the different pipes. Children closely observe as the water

goes down, persevering when challenges occur. This helps to build on their problem-solving and dexterity.

- Children enjoy books and develop a passion for literature from a very young age. They listen to their favourite story about a duck. The childminder motivates them to explore the different textures on the pages, while using clear and descriptive words such as 'smooth' and 'fuzzy'. Children then count the duck's footsteps, with support from the nurturing childminder, to build on their numeracy skills.
- The childminder has good knowledge and understanding of children's development. She completes regular assessments to track children's progress. She also completes next steps in children's learning, which she shares with the parents. However, on occasions, the childminder does not consider how to enhance and extend activities to ensure children's active participation and involvement.
- The childminder has a clear vision for her setting. She is very reflective and dedicated and aspires to deliver high-quality care and education. The childminder completes regular and relevant training to keep her knowledge current. In addition, she often organises outings to local playgroups and the library to build on children's social interactions. The childminder has built a positive relationship with a local school. This provides children with a smooth transition to their next stage of education.
- Partnership working with parents is effective. Parents feel involved in their children's learning and appreciate the progress their children make. Parents value the warm and supportive environment and comment that their children feel safe and happy at this setting.

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:

- adapt activities to ensure they are suitably stimulating and challenging to support children's active participation and involvement for extended periods.

Setting details

Unique reference number	EY349209
Local authority	Thurrock
Inspection number	10344279
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	7
Date of previous inspection	16 August 2018

Information about this early years setting

The childminder registered in 2007. She operates all year round from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Anca Sandu

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 provision.
- The childminder showed the inspector around the provision. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Parents spoke about the setting to the inspector, who took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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