

Childminder report

Inspection date: 15 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, caring and nurturing environment for the children in her care. Children are happy. They are safe and behave well. Children build strong bonds with the childminder, which helps them to develop a sense of belonging and feel secure.

Children make good progress in their learning. The childminder plans her curriculum around children's interests. She understands that children learn best when they enjoy what they do. She builds on what children already know and can do and what they need to learn next. The childminder talks to children all the time. She focuses on developing children's speech and language skills. She asks open questions and introduces new words to encourage critical thinking and to expand children's vocabulary.

The childminder takes children out to give them experiences that teach them more about the world around them. For example, they go to the cinema and enjoy popcorn. They go to museums and to farms to feed the animals. Children are physically active in parks and on the beach. They also enjoy exploring nature as they go bug hunting, using magnifying glasses. Children share books with the childminder and learn how a hungry caterpillar turns into a beautiful butterfly.

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

- The childminder offers children free choice in their play. They choose from a range of good-quality toys, books and other resources. The childminder understands children's individual needs and interests. She plans for their development in partnership with their parents. Children learn about shapes, colours and numbers. Young children develop their hand-eye coordination as they fit number shapes into tray puzzles. They say the numbers aloud and count the pieces as they tidy them away.
- The childminder provides activities that fascinate children and demand their concentration. For example, children thoroughly enjoy the sensory experience of pouring cornflakes from one container to another. They learn about mathematical concepts, such as 'full' and 'empty', 'heavy' and 'light' and 'bigger' and 'smaller'. They discover words such as 'crunchy' and 'noisy', 'plastic' and 'metal'. However, on occasions, children are distracted from their learning and interactions as songs and music in the background detract too much from this.
- Children are creative and use their imagination. The childminder supports their pretend play as they 'cook' their cornflakes in a toy oven. Children develop their fine motor skills as they turn on the taps to pretend to wash up. The childminder teaches them 'left' and 'right' and tells them to watch carefully as their food turns a golden brown colour in the oven. Children are independent and do things

for themselves. They help themselves to drinks when they are thirsty. They help the childminder to prepare their food as they press buttons on the microwave oven. They feed themselves the fresh food the childminder provides.

- The childminder ensures that children spend time every day outside in the fresh air. They strengthen their arms and legs as they use the slide. Children explore the childminder's garden and tell the inspector the names of the stone animals. They push a toy lawnmower that also blows bubbles. Children are inquisitive. They turn it upside down to examine how it works. Children dance with delight as they chase and catch the bubbles, and the childminder talks to them about the sizes 'big', 'small' and 'medium'.
- Children enjoy playing musical instruments as the childminder teaches them how to sing the notes. They use building blocks and talk about the colours they need to make a country's national flag. Children learn about the diversity of society through books, posters and discussion. They learn to respect others as they explore local places of interest, and they know how to behave in public.
- Parents are very happy with the care and learning their children receive. The childminder writes notes to parents daily about children's activities and what they are learning. She supports parents to continue the learning at home and shares books for them to read with their children. The childminder supports older children to be ready for school. They learn about letters and sounds and are well prepared for their transition. The childminder celebrates children's achievements with a graduation party so that they feel proud of their progress.
- The childminder manages her setting well and keeps meticulous records. She evaluates her practice and takes account of the views of parents and other professionals when thinking about making improvements. The childminder has completed all the mandatory training. However, she has not recently considered how she can enhance her professional development to continue to raise her knowledge and skills to the highest level.

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 children's concentration skills further and provide an environment that is free of distractions
- source a variety of further training and professional development opportunities to continually enhance knowledge and skills to the highest level.

Setting details

Unique reference number	EY390770
Local authority	Thurrock
Inspection number	10344365
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Chafford Hundred, Essex. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jenny Forbes

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 discussed her intentions for children's learning and how she implements her early years curriculum.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' views and read several written testimonials.
- The inspector viewed relevant documentation, including the childminder's paediatric first-aid certificate, qualifications and suitability documentation.

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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