

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children love their time spent with the warm and friendly childminder. They form close bonds and feel comfortable at the setting. Children are welcomed into an exciting environment with stimulating resources that reflect different areas of learning. They are able to take a lead in their play, choosing their favourite toys and activities. The childminder is receptive to children's needs. She lets them express themselves by dressing as their favourite character that day. As a result, children become confident and settled explorers.

Children's behaviour is outstanding. The childminder acts as a superb role model for manners and respect for others. Children learn the importance of tidying up after themselves and sharing with others. The childminder sets clear boundaries and expectations for behaviour. Children develop an understanding of emotions. They copy expressions in mirrors and talk about when they feel these emotions. Children learn to regulate their behaviour as a result.

A love of animals is highly promoted. The childminder has a friendly dog and a loving neighbourhood cat that visits. Children are taught to be gentle and help pet and play with the animals. They also see wildlife on their many adventures into the community. Children learn to respect and show care and concern for living things because of these experiences.

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

- The childminder provides exceptional quality interactions and teaching moments. She introduces mathematical concepts, such as counting and shapes, to activities. The childminder builds on skills and knowledge that children have already. She takes learning to deeper levels, as she questions and challenges them during play. The childminder uses questions such as 'What are you going to do with that one?' and 'What comes next?' to support with problem-solving.
- The childminder uses clear observation, planning and tracking processes. By getting to know children well, she plans based on individual developmental needs and interests. The childminder creates relevant learning targets that are achievable for all children. She provides a large variety of fun educational activities to boost learning opportunities. This ensures that children make significant progress in their personal development.
- The childminder provides a language-rich environment. She recognises the impact a delay in communication and language can have on all aspects of learning. The childminder therefore creates targets in these areas as a focus. She uses techniques such as modelling and repeating to encourage clarity of speech. As a result, children become highly confident and competent communicators.

- Children with special educational needs and/or disabilities are incredibly well supported. The childminder is proactive in reporting concerns sensitively to families and outside professionals. She plays an integral part in referrals, assessments, multi-agency meetings, diagnosis and creating support plans. As a result, children make excellent progress, with obtainable targets and support in place.
- The childminder encourages children to have high levels of independence. She teaches the importance of keeping germs away by washing hands. Children develop an understanding of when to wash their hands, such as after playing outdoors or before eating. Handwashing times are fun, with songs and actions. Children thrive on praise for feeding themselves, brushing their teeth and finding their coats and shoes. This results in confident, self-aware children.
- The childminder is incredibly self-reflective of her practice. She has taken on board previous recommendations by regularly attending training events. This ensures she has up-to-date knowledge and understanding in all key areas of early years. This also supports her confidence in her practice, which results in provision of the highest standards.
- Community involvement is superb. The childminder creates amazing opportunities for children to access their local community. Children enjoy trips to the woods, farms, beach, parks and the local library for a singing and story group. They also attend local playgroups to interact with others. As a result, children have extended learning opportunities outside of the setting. They also develop a deep respect for others and their local community.
- Partnerships with parents are strong. Parents report choosing this setting over options closer to home. This is due to the inviting areas and the caring, welcoming childminder. Parents appreciate the support the childminder offers, especially if children have additional needs. They are grateful for the regular information about what children have been enjoying and learning daily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities to keep children safe. She has stringent procedures in place to promote children's safety. The childminder is clear about the fire and intruder procedures to keep children and herself safe at all times. She has clear processes in place to deal with any accidents and incidents, including first-aid treatment, recording and reporting. The childminder has a great knowledge and understanding of the key safeguarding principles, including how to record and report any concerns she may have about a child's welfare. She is also confident in recognising any early warning signs that may relate to wider safeguarding issues, such as the risk of being drawn into radicalisation.

Setting details

Unique reference number	EY474443
Local authority	Thurrock
Inspection number	10236330
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Grays, Essex. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Marianne Brown

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 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.
- Parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of relevant training.

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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