

Childminder report

Inspection date: 23 April 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 at the heart of this setting. They are happy to attend and settle very quickly. The childminder creates a fun and stimulating environment that ignites children's curiosity and interest. She provides opportunities for the children to choose what they would like to explore and access and they become deeply engrossed in exciting activities. For example, children enjoy arts and crafts activities. The childminder encourages them to make choices of pictures to decorate and coloured brushes to use. Children concentrate intently and are able to name most colours. They persevere when challenges occur and show great satisfaction in the end result. This helps build on children's fine motor skills, creativity and mathematical skills.

The childminder is very nurturing and warm. She has high expectations of children and they rise to the challenge by following the setting's routine exceptionally well. Children behave well and display great manners and consideration towards their peers and the childminder. They also show care and affection towards the family pets. Children form strong relationships with the childminder, who in turn responds to their needs with kindness and empathy. The childminder values children's achievements and proudly displays them across the setting. She offers praise and affirmation which helps build on children's confidence and emotional resilience.

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

- The childminder offers an inclusive practice. She takes into account children's needs, abilities and interests when planning a wide selection of stimulating activities. For example, the childminder encourages children to build a dinosaur castle, using large building blocks to further develop their hand-eye coordination. They work well with their peers to balance the blocks, sharing resources well. The childminder prompts the children to name the colours and engages them in conversations about what they are doing. Children are then fascinated to engage in role play with dinosaurs, taking turns successfully. This helps develop children's understanding of the world, imaginative skills and strengthens their social interactions.
- The childminder is an exemplary role model for the children. She models language well and demonstrates activities effectively. For example, children follow instructions well to scoop the soil and place it in a pot to then add sunflower seeds inside. The childminder engages older children in discussions about what the seeds need to grow into beautiful flowers. This promotes communication and language skills to high standards.
- Children develop a passion for literature from very young age. Their natural curiosity is fostered through reading books with the childminder or independently. Children quickly become immersed and mesmerised by their

favourite story about brushing teeth. They take an active role and use a variety of props to pretend to be brushing teeth until they become 'sparkling clean'. As a result, children become very confident in attending to their own oral hygiene needs.

- Children have an amazing time singing their favourite nursery rhymes. The childminder motivates children to choose what they would like to sing next from a wide selection of visual prompts. Children follow the actions correctly while singing loudly and with great enthusiasm. This helps develop children's confidence in expressing themselves creatively.
- The childminder has very good knowledge and understanding of children's development. She completes regular observations and assessments to track children's progress. The childminder also completes next steps in children's learning that she shares with the parents. On occasions, the childminder does not always consider how younger children can be involved in group activities to ensure they benefit from the learning opportunities.
- The childminder has a very ambitious vision for her setting. She is very reflective and strives to deliver high-quality care and education. The childminder finds inspiration by completing a wide array of relevant and inspirational training, which helps keep her knowledge current. She often organises trips and outings to local parks and woods to enhance children's experiences and social interactions.
- Partnerships with parents are robust and effective. Parents value all the fun and stimulating activities the childminder provides to all children. They appreciate the progress their children make and feel involved in their learning. Parents comment on the childminder's caring and supportive nature.

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:

- explore ways to encourage younger children to be fully involved during group activities so they benefit from meaningful learning opportunities.

Setting details

Unique reference number	EY474665
Local authority	Thurrock
Inspection number	10335560
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 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	20 June 2018

Information about this early years setting

The childminder registered in 2014. She lives in Grays in Essex. She operates all year round, from 7.30am to 5.30pm on Monday to Thursday, except bank holidays and family holidays. The childminder sometimes works with an assistant. She provides funded early education for two-, three- and four-year-old children.

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 provided written feedback and the inspector 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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