

Childminder report

Inspection date:

22 November 2023

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

The childminder ensures that all children feel safe and secure in her setting. When they arrive, children are greeted warmly by the childminder, who welcomes them in English and Lithuanian. Children beam with happiness as they enjoy a warm embrace with the childminder. They quickly change into their slippers and set off to enjoy the wide range of interesting experiences on offer.

The childminder has an excellent understanding of what she wants children to experience and learn during their time with her. This is reflected in the well-considered environment and activities on offer for children. For example, as they play in the 'grocery store', children learn about quantity, size, and money. The childminder uses rich and varied vocabulary as children play. Children remember words and use them in their play, which is consistently supported by the childminder's narration.

The childminder has high expectations for children's behaviour. She uses clear and consistent guidance. Children remember how to move safely indoors and that they need to sit when eating. They receive regular praise from the childminder when they make positive choices. This further secures children's understanding of expected behaviours. As a result, children's behaviour is exemplary.

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

- Children are flourishing. The childminder has a deep-rooted passion for her work. This is demonstrated through the highly ambitious and exciting curriculum children access. For example, children collect 'autumn treasures' such as leaves, conkers and pinecones. The childminder uses these to teach children about the seasons and weather. She tells children magical stories that further extend children's knowledge about forest animals. As they play, children recount the story and describe the woodland creatures such as 'the owl who lives in the tall tree'. The rich and well considered curriculum and exceptional teaching, means that children consistently build on their already superb knowledge.
- Children are developing a strong awareness of the world around them. Regular walks into the local community help children to understand the wider world. They visit the local parks and nature reserve where they identify wildlife. Children collect litter during outings. They return to the setting and sort items into recycling containers. This is helping them to learn about caring for the planet.
- The childminder has woven mathematical language throughout the curriculum. Children count with confidence and recognise that numbers represent an amount. Children enjoy using the dough table where they use a variety of materials such as cutters, sticks, and pizza cutters. This helps them to develop

the important fine motor skills in preparation for writing.

- Children manage their personal hygiene superbly. For example, they wash their hands before and after meals and wash their faces. Children are becoming incredibly independent. At snack time they peel their fruits and pour drinks. They help to set the table for lunch. The childminder has an excellent approach to healthy lifestyles. She recognises the importance of large physical play indoors when children are less active outside, particularly in the winter months.
- Children are developing essential skills to support their well-being and self-esteem. The childminder focuses a great deal of attention on giving children the language to express how they are feeling and to ask for help. For example, during circle time, children share how they are feeling. They place self-made puppets of themselves into different emotion holders. The childminder expertly helps them to understand that sometimes they may feel more than one emotion, such as 'tired' and 'happy'.
- The childminder continually develops her skills and knowledge through extensive training. In addition, she monitors her assistant's practice. The childminder appropriately applies new knowledge to her practice. For example, following a recent 'Autism Awareness' course, the childminder reviewed the current arrangements and has made swift changes to her practice. As a result, children with special educational needs and/or disabilities receive tailored support to ensure they make the progress in their learning and development they are capable of.
- Parents say they feel fortunate to have a place with the childminder. They comment that children share what they have learned with the childminder, such as how to set the table with cutlery and cups. Parents say they are well informed and communication with the childminder is seamless. They say that they can go to work knowing their children are happy and safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured a strong safeguarding culture is securely embedded in her setting. She is proactive in her approach to her own training and supports her assistant to develop her knowledge about child protection. Both the childminder and her assistant demonstrate a secure understanding of local issues that might put children at risk of harm. For example, they know the signs of neglect and how children might be at risk from county lines. The childminder has completed robust suitability checks for her assistant. She has ensured that herself and the assistant have attended appropriate training that enables them to respond and raise concerns in a timely manner.

Setting details

Unique reference number	EY478593
Local authority	Thurrock
Inspection number	10301010
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 4
Total number of places	9
Number of children on roll	10
Date of previous inspection	15 January 2018

Information about this early years setting

The childminder registered in 2014 and lives in Grays, Essex. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one assistant. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Clare Ford

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 childminder.
- The childminder and the inspector viewed the environment and discussed how the childminder organises their early years provision.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. This included a joint observation with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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