

Childminder report

Inspection date: 11 September 2025

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

Relationships are very warm and loving at this setting. Children are happy and their independence skills are well supported by the childminder. She acts as an interested and exciting conversation partner to children. She supports young children's developing communication and language skills effectively by constantly modelling the correct pronunciation of words and introducing new language and vocabulary throughout the day. This helps children to become confident talkers with their peers and adults. The childminder has high expectations of what children can do for themselves and this fosters a positive approach to the children taking risks and challenging themselves.

The childminder provides a well-balanced curriculum, which takes the lead from the children attending. She ensures that she knows children and their families well. This means that all children, including those with special educational needs and/or disabilities (SEND) make good progress in learning and development. Children behave well and the childminder sets clear routines and boundaries. Children are taught to share and take turns in their play, they show care and kindness towards their friends and adults. For example, while playing in the garden they take some pretend food to their friend to 'eat'.

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

- Children's physical development is well supported while they are with the childminder. Young children demonstrate good control of their bodies as they climb or ride on equipment in the garden. They climb up a step to wash their hands before eating and confidently feed themselves yogurt using spoons, after carefully peeling the lids from the pot of a yogurt.
- Creativity is nurtured by the childminder. Children take on roles when they engage in play with dinosaurs as they crunch around in a tray or when singing 'Old McDonald had a Farm'. They love making the noises of the dinosaurs or animals and giggle when the childminder does the same.
- Children learn to be inquisitive about the world around them. When they spot birds or bugs in the garden, the childminder teaches them the names, which they repeat as they try to hunt for more. The childminder regularly takes children on walks in the local area. She takes children to groups where they meet up with other childminders. This gives children the opportunity to play with a wider range of children, which supports them to be ready for moving on to larger group settings or school.
- When children find things tricky, the childminder gives them time to try to work out a solution for themselves, before offering guidance and support if needed. For example, when ride-on cars become stuck on stones in the garden, the childminder closely observes as children try different ways to move them before

suggesting an alternative approach. Children are pleased when they succeed and continue exploring with confidence.

- Overall, children's literacy skills are well supported by the childminder. She provides opportunities to mark make, both indoors and outdoors. Children generally enjoy snuggling up on the childminder's lap to read books together. However, sometimes books are selected which do not spark the children's interest. This means children are not always fully engaged in story time.
- The childminder follows children's routines from home. She gives them cuddles when needed and shows care if they say they have hurt themselves. When they feel tired, she gives them their comforters and dummies and helps them to get ready for sleep. The childminder's warm responses help children to build trusting relationships, which supports their emotional development.
- Parents report that their children thrive in the care of the childminder. They feel that communication is very good regarding their children's day-to-day activities and their development over time. They value the support their children have to prepare them for starting at pre-school or school, particularly commenting on how well their independence and language skills are developed by attending the childminder's setting.
- The childminder forms strong partnerships with the school that the older children attend. She works closely with other pre-school settings children attend to ensure that transitions are positive for children. She regularly attends training to ensure that her knowledge and practice is up to date.

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:

- review the use of reading materials available to ensure that the books children choose support them to fully engage in story time and develop a love of reading.

Setting details

Unique reference number	160193
Local authority	Havering
Inspection number	10394651
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	12
Number of children on roll	12
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 1996. She lives in Upminster, in the London Borough of Havering. The childminder holds a childcare qualification at level 3. The childminder is available to provide care for children Monday to Thursday from 7.30am to 6pm. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Kathryn Irvine

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key 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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