

Childminder report

Inspection date: 5 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very joyful at this setting and eager to start a day packed with exciting activities. The childminder creates a unique and stimulating environment, with a wide selection of natural resources. She continuously prompts children to make their own choice about what they would like to access and explore next, indoors and outdoors. For example, children express an interest in using colourful pebbles in the pretend kitchen area. The nurturing childminder makes the pebbles easily accessible for the children and guides them in sharing them with their peers. As a result, children smile and engage in their play for extended periods, which helps develop their imaginative skills and strengthens their social interactions.

The childminder is very caring and thoughtful. She has high expectations of children and explains the routines and boundaries clearly. Children behave well, are respectful and considerate and navigate their learning provision with confidence and ease. The childminder is very attentive and intuitive to children's needs and forms strong and positive relationships with them. She manages children's behaviour and any conflicts with empathy and kindness. Children quickly become positive and independent learners. For example, at snack time, they confidently express what they would like to eat, making healthy choices. The childminder offers cuddles and reassurance to all children. She praises them for their efforts and achievements, which contributes positively to building on their emotional resilience.

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

- The childminder is knowledgeable and experienced. She ensures every child benefits from tailored settling-in sessions to make their transition to this setting smoother. She gathers relevant information about children's needs and interests and carefully uses this to plan meaningful activities. The childminder often organises various trips and outings to local zoos, parks, and libraries to enrich children's experiences and broaden their understanding of the world. The childminder completes regular observations and next steps in children's learning. She assesses children regularly. However, she does not consistently monitor these assessments to identify potential gaps in their learning.
- The childminder provides opportunities for children to explore a wide selection of natural resources. In the garden, children are fascinated to explore the water tray filled with flower petals, pipettes, spoons and different jugs. They pretend to make 'petal juice' and 'nature soup'. Children follow the instructions to use the pipettes and spoons with great control to fill their jugs. They concentrate intently, test their ideas and persevere when challenges occur. This supports children's cognitive development and critical thinking.
- To build on their fine motor skills and creativity, the childminder encourages

children to explore play dough and make cupcakes and birthday cakes. Children use rolling pins and scissors to mould the dough, before decorating them with shiny pebbles and herbs. Children quickly become mathematicians when the childminder prompts them to count the pebbles. At the end, they all sing birthday songs, while laughing with excitement. This also supports children's expressive arts and design.

- Children love books and develop a passion for reading from a very young age. Regular trips to local libraries mean that children also learn to look after the books and handle them with care. Children often choose their favourite stories and become captivated by the narratives, engaging in conversations about the pictures and characters. Furthermore, children have a great time singing nursery rhymes, while practising counting and colour recognition. This helps develop children's communication and language skills and early reading skills.
- The childminder is reflective and always strives to deliver high-quality care and education for all children. She has formed a secure network with other childminders in the local community with whom she collaborates and engages in professional discussions. The childminder is committed to self-development and completes a wide array of training courses which guide her practice.
- Partnerships with parents are effective. They value the high-quality resources and activities provided and the very dynamic environment. Parents mention that communication is effective and appreciate her kind and flexible nature. Parents feel that the childminder's setting feels like home and their children thrive.

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 and strengthen the process of monitoring children's assessments and potential gaps in their learning, to securely close them for even better outcomes in children's learning.

Setting details

Unique reference number	201860
Local authority	Essex
Inspection number	10368182
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 10
Total number of places	12
Number of children on roll	16
Date of previous inspection	12 March 2019

Information about this early years setting

The childminder registered in 1999 and lives in Langdon Hills, Essex and works with assistants. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 4pm on Friday, except for bank holidays and family holidays. The childminder provides funded early education to all eligible children.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- The childminder showed the inspector around the setting. 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 spoke with the childminder during the inspection. She looked at relevant documentation and reviewed evidence of the childminder's 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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