

Childminder report

Inspection date: 21 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The experienced childminder has a secure understanding of how children learn. She provides children with a variety of learning opportunities both indoors and outdoors. The childminder delivers an ambitious curriculum that builds on what children already know and supports their future learning. She follows children's interests and is skilful in her interactions with them as they play. The childminder places a strong emphasis on outdoor learning and enhances the curriculum further by planning regular outings outside of the home. Children make good progress and are sufficiently challenged and supported.

The childminder is committed to getting to know families before children start. She welcomes children into her fun, home-from-home environment where they settle quickly, are happy and confident and demonstrate that they feel secure in her care. There is a strong focus on children's emotional development. Children understand the childminder's high expectations, play well together and their behaviour is good. The childminder supports children's speech and language development effectively. She encourages them to talk about the numbers, shapes and colours they identify during activities. As a result, children are confident speakers who engage well with visitors to the home.

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

- The quality of teaching is good. Children are positively encouraged to make choices for themselves. They confidently self-select quality resources to initiate their own games. The childminder teaches children the skills they need to be independent in preparation for their transition to school.
- The childminder completes all mandatory training to help her remain updated with changes to guidance and procedures. However, she does not focus her professional development on enhancing her teaching practice in order to raise the quality of teaching even higher.
- Partnerships with parents are strong because the childminder has a positive and welcoming approach to families from the start. Parents say their children are comfortable and safe in the childminder's care. They comment on how the day is well structured and acknowledge that their children thrive in the childminder's nurturing care.
- The childminder promotes children's understanding of healthy lifestyles and hygiene routines well. Children receive fresh air and exercise daily as they are encouraged to play outdoors or walk to local parks or clubs. They enjoy a healthy selection of fruits at snack time. The childminder is respectful in her approach to nappy changing. She gently asks young children if they may need their nappy changed. Children who are potty training receive lots of praise and encouragement.

- Children's communication skills are supported well. The childminder role models strong language skills and engages children in conversation throughout their play. She is aware of the importance of allowing time for children to process information and respond. The childminder repeats simple words clearly for younger children and engages them in lots of spontaneous singing. Children listen to instruction well and giggle and dance as they join in with enthusiasm.
- Children behave well as they understand the childminder's expectations. Children have established close and trusting bonds with the her. While overall, there is a good focus on supporting children's emotional development, there are few focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.
- Young children show sustained concentration and fascination as they play with a variety of interesting sensory resources. For example, they fill and empty bags with shells and pom poms and listen intently to the noise they make as they shake the bags. They order and line up the shells and the childminder encourages children to count and identify colours as they play.

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:

- establish a more focused programme of professional development to help raise the quality of teaching to an even higher level
- include more focused activities within the curriculum to support children's understanding of emotions and develop their vocabulary, in particular to enable them to express how they feel.

Setting details

Unique reference number	203035
Local authority	Essex
Inspection number	10399086
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 November 2019

Information about this early years setting

The childminder registered in 2000 and lives in Great Notley, Essex. She operates all year round, from 7.30am to 5pm, Tuesday Wednesday Thursday and Friday, except for bank holidays and family holidays. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and 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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