

Childminder report

Inspection date: 8 July 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 happy and nicely settled at this setting. They navigate their learning provision with ease and confidence. The childminder creates a stimulating environment focused on children's interests, preferences and needs, while following specific themes of learning. She offers children the opportunity to make their own choices about what they would like to explore next to develop their curiosity and inquisitive spirit. For example, children smile and giggle when they explore the seesaw to work on their gross motor skills and balance. The kind childminder then supports children to share and take turns to develop their social interactions.

The childminder is supportive and nurturing. She is attentive to children's needs and offers them comfort and reassurance when they appear slightly upset. The childminder gently guides children to follow the setting's routines and boundaries. For example, at snack time, children first wash their hands before choosing a healthy snack which they thoroughly enjoy. As a result, children behave well and have good manners. The childminder supports children to become independent in their self-help skills, such as putting shoes on. She praises them for their efforts and children feel included and appreciated during their time at this setting. This helps develop children's emotional development.

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

- The childminder has good understanding of children's learning and development. She has effective systems in place to track children's learning and completes regular progress assessments and next steps in children's learning that she shares with the parents. However, the childminder has not considered how to enhance and tailor the planning to ensure that all children are consistently challenged and supported in extending their learning.
- The childminder is very calm and supportive. When children display an interest in water play, she guides them to use water sprays. She demonstrates to children how to use them then prompts them to water the beautiful flowers in the garden. Younger children concentrate intently to fill jugs with water and pour them into big pots. They repeat these actions to further develop their hand-to-eye coordination and fine motor skills. This also supports children's understanding of the world and thinking skills.
- The childminder provides opportunities for children to build on their numeracy skills and practise colour recognition. As they explore a sand tray filled with numbered pebbles and different coloured tweezers, the childminder encourages children to recognise and name 'red', 'green' and 'yellow'. Furthermore, to better support children's counting skills, the childminder engages children in singing their favourite counting nursery rhymes. They smile with content as they sing along while counting ducks and fish. This also promotes children's creative and

expressive development.

- Children enjoy books and develop a passion for literature. As they listen with curiosity to their favourite story about going on a bear hunt, children point at the pictures with enthusiasm and name some of the characters. To enrich children's early reading skills and overall experiences, the childminder often organises trips to local libraries where children have the opportunity to explore a wider variety of books.
- The childminder is very thoughtful. She reflects on her own practice and completes regular training to build on her existing knowledge and skills. She has formed effective relationships with other childminders from the local community with whom she collaborates and exchanges ideas about activities. The childminder is passionate about offering children the best start to their early education and meaningful experiences.
- Partnerships with parents are well established. Parents speak positively about the warm, safe and stimulating environment the childminder provides for their children. They express appreciation for the high-quality care their children receive and highlight the effectiveness of communication with the childminder.

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:

- enhance and refine planning to ensure that all children consistently benefit from meaningful opportunities that extend and deepen their learning.

Setting details

Unique reference number	203237
Local authority	Essex
Inspection number	10392384
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 August 2019

Information about this early years setting

The childminder was registered in 2000 and lives in Chelmsford, Essex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding for the provision of early education for 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 had discussions 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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