

Childminder report

Inspection date: 7 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming and nurturing environment, and children love attending. Children arrive excited each day and quickly settle into fun activities, indoors and outdoors. They form close bonds with the childminder, who knows them well and is passionate about providing a home-from-home experience. Children quickly become confident at the setting. They independently access resources and activities, showing high levels of engagement and interest.

The childminder embeds a culture of healthy living at the setting. She provides healthy snacks and encourages healthy balanced lunches. Children regularly play outdoors and go on walks to take on physical challenges. They enjoy playing in different weathers and environments while learning alongside friends.

Children behave well. The childminder supports them to recognise their emotions and those of others. Children learn to self-regulate from a young age this way. They thoroughly enjoy carrying out small tasks, for example using the dustpan and brush after snack times and mealtimes. They learn to dispose of rubbish and food waste, taking pride in this. Children wait patiently for their turn with toys and resources. They understand that others may still be learning the concept of sharing.

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

- The childminder provides a broad range of community experiences for children. They enjoy visiting local wildlife settings. The childminder takes children to learning sessions on the beach, as well as to the library and shops. She teaches children about safety and how to take care of the environment. As a result, children develop respectful behaviour and attitudes towards their local community.
- The childminder supports children to develop their imagination and self-expression. Children adore exploring dressing-up clothes and role-play resources. They confidently create meals in the play kitchen. The childminder encourages children to express themselves with play dough and mark-making resources. Children, therefore, become confident and expressive in a range of different ways. They develop a sense of who they are and what they can become with imagination from a young age.
- The childminder has built strong parent partnerships. Parents praise the childminder for her wide range of community experiences. They find the childminder approachable, flexible and supportive. Parents recognise the high-level learning that takes place. They appreciate the regular updates on what children learn and enjoy each day.
- The childminder has developed effective links with other settings. She meets

regularly with other childminders to share experiences and good practice. The childminder maintains contact and shares information with other settings that the children attend. Due to this, children settle at both settings. The childminder is invited to visit schools with the children for special events. Children, therefore, transition to school smoothly, as the environment become familiar.

- The childminder teaches to good standards. She has strong knowledge of how children learn. The childminder creates a curriculum based on children's interests and developmental needs. Children engage well when creating bird feeders. They concentrate on threading cereal and enjoy learning the names of birds. Children take pride in their creations by hanging the feeders on a tree. The childminder takes these opportunities to teach children new skills and knowledge. As a result, children make good progress with learning.
- The childminder creates social and enjoyable snack times and mealtimes. Children sit confidently among friends. The childminder sits with the children and encourages them to cut and peel fruit and pour drinks. Children love the challenges and the praise for their efforts. As a result, they develop curiosity in trying new foods. Children also develop their self-care skills and independence to good levels.
- The childminder creates an environment rich in language. She supports children by modelling language during play and activities. The childminder provides storybooks alongside activities to increase the language that children are exposed to. Sometimes, she uses complex language with multiple questions or instructions, which means children are unsure what they need to answer or follow.

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:

- simplify language and interactions with children to help develop their speech and understanding further.

Setting details

Unique reference number	2694768
Local authority	Essex
Inspection number	10368317
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Brightlingsea, Essex. The childminder operates all year round from 9am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 4.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- The childminder joined the inspector on a learning walk of the setting to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and assessed the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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