

Childminder report

Inspection date: 29 May 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 has a clear intent for what she wants children to learn. Children are highly engaged in the activities the childminder provides them with. When exploring a sensory tray, children pick up the different objects, inspect them closely and figure out ways to use them. In the garden, children enjoy using different tools to tip and pour water. Children listen well to instructions they are given and copy the actions of the childminder to develop new skills such as mark making with paint brushes and using a watering can to tip water.

Children are developing the childminder's own love of books. They listen intently to stories they are read, turning the pages and pointing at the pictures. They independently access books throughout the day and sit to look at them. Children also enjoy exploring technological toys that read stories and play songs. They select different characters and dance to songs that play, smiling in delight as they dance with the childminder.

The childminder expertly supports children to learn how to follow the behavioural expectations and share resources with their peers. She provides gentle reminders and support to teach children how to learn to negotiate conflict. For example, she role models sharing resources to the children. She ensures they have a resource each to take turns and offers lots of praise to positively reinforce this behaviour.

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

- The childminder teaches children the foundations for their communication and language development. She is responsive to their attempts to communicate and role models language to support them to learn how to interact with others. The childminder supports children to learn new words to extend their vocabulary.
- The childminder has a clear understanding of child development, and she carefully plans her curriculum to provide children with opportunities to experience new things and learn about the world around them. She plans outings in the local community that link to children's individual interests and next steps in their learning. For example, she plans outings to support less confident children with social interactions and trips to the park to support them to develop their physical skills and upper body strength, through activities such as climbing.
- The childminder has an excellent knowledge of the children in her care. She talks about them with enthusiasm and proudly talks about their achievements and what they are able to do. The childminder is able to clearly identify areas children need support with and is able to plan the ways in which she will provide children with opportunities to develop in these areas. However, she has not fully considered further ways to share information with all other settings that children attend to enable a shared approach to children's learning.

- Parents speak highly of service the childminder provides. They praise her for providing children with a variety of experiences and for creating excellent bonds with the children. Parents state communication between them and the childminder is effective, and they feel well informed about their child's time in her care. All parents would recommend the service the childminder provides, to others.
- The childminder has a good understanding of how to keep children safe, and she manages risks appropriately. The childminder plans outings and activities with children's safety always in mind. The childminder has given careful consideration to the hiring of an assistant and is following the correct procedures to appoint one. She is clear about how she will manage the practice of her assistant to best support the learning and development of the children they care for.
- The childminder strives to continually improve her setting and has clear intent about what she would like to do going forwards. She demonstrates reflective practice and uses feedback, research and training to enhance the service she provides. For example, she is developing children's ability to play independently as she has researched the benefits this has on supporting children to learn to problem solve and find their own ways of doing things.

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:

- consider further ways to extend information sharing with other early years settings to fully support and complement children's care and learning experiences.

Setting details

Unique reference number	2714399
Local authority	Essex
Inspection number	10388633
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
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 was registered in 2023. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early years education for all eligible children.

Information about this inspection

Inspector

Jessica Whiteley

Inspection activities

- The inspector considered the views of parents through written feedback provided.
- 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 inspector observed adult-led activities and interactions between the childminder and children.
- The inspector viewed the areas used for childminding.
- The inspector carried out a learning walk discussion and the childminder talked to the inspector about how she plans her curriculum and what she wants children to learn.
- The inspector viewed documentation, including evidence of suitability and training certificates.

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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