

Childminder report

Inspection date: 13 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, content and settled in the childminder's care. They form close and caring relationships with the childminder and each other. The childminder supports their emotional needs extremely well. She creates a welcoming and nurturing provision, where children are able to express themselves and grow in confidence. The childminder tailors her curriculum to each individual child, basing every new step in their learning on her knowledge of what they can already do. Children enjoy being able to learn in an outdoor environment when they play in the childminder's well-equipped garden and go for regular walks in the local area.

Children are polite and speak to each other with respect. They follow the childminder's clear house rules and know what comes next in their busy day. Children take pride in the environment, for example, by helping to clear away the toys and resources in preparation for the next activity. Children move confidently around the areas of the childminder's home that are dedicated to her childminding provision. They guide much of their own play and learning by self-selecting resources from the exciting range of equipment on offer to them.

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

- The childminder is committed to enhancing her childcare knowledge and expertise. She engages in a wide range of training opportunities and uses her regular contact with other early years professionals to keep up to date with new guidance and advice.
- The childminder has a good working relationship with the parents of the children she cares for. She seeks feedback from them on her provision and uses this information as part of her ongoing evaluation of her setting. Parents who contributed to the inspection share positive comments about the childminder and how well she supports their children.
- Children's knowledge is expertly enhanced by the childminder who regularly takes them on trips and outings to extend their experiences. For example, they visit the local library, parks and zoos. The childminder engages in discussions with the children about these trips and encourages them to recall what they have seen and done.
- The childminder uses everyday opportunities to enhance children's knowledge of mathematics. For example, they sing songs and rhymes based around numbers, count how many pieces they have in games and compare sizes. Children enjoy engaging in colour sorting activities, where they practice using tweezers to move small objects between containers.
- Children's speech and language is promoted effectively by the childminder who engages them in discussions throughout they day. She encourages children to tell her about things they are doing and how they feel. The childminder reads to

children regularly, encouraging them to predict what will happen next in the story. On occasions, the childminder does not give children time to think and consider their answer to her questions before she asks another, or answers the question for them.

- Children gain a good understanding of the importance of healthy practices such as washing their hands before touching food and after using the toilet. Children confidently tell the childminder that this is to wash away any germs. They practise brushing their teeth after they have eaten and know that this is to keep their teeth clean and strong.
- Children have good opportunities to enhance their physical skills. They use a range of physical play resources in the childminder's garden, such as ride-in cars and balls.
- The childminder encourages children to become strong and independent. She is on hand to support them, however, always prompts them to have a go first. Children's confidence and self-esteem are promoted effectively by the childminder offering them constant praise and reminding how well they have done when they achieve a chosen task.

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 teaching in relation to the use of effective questioning techniques to enhance children's thinking skills to support their learning further.

Setting details

Unique reference number	2745736
Local authority	Essex
Inspection number	10379640
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Benfleet. She operates from 7am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded education for eligible children.

Information about this inspection

Inspector
Lynn Hughes

Inspection activities

- The childminder showed the inspector all areas of their premises used for childminding and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed observations of activities, how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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