

# Childminder report

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Inspection date: 19 June 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has created a home away from home environment where children are happy and settled. They show secure attachments with the childminder who provides warm and nurturing care. The childminder works with parents to create trusting and supportive partnerships that help children to have the best learning experiences. The childminder knows children incredibly well. She knows their strengths and areas for development. She plans and delivers targeted learning that meets their individual needs, such as promoting their language development through increasing their knowledge of sea life and dinosaurs.

Children are fiercely independent. The childminder encourages them to manage personal hygiene by themselves. They do this with increasing confidence. Older children take themselves to the bathroom and remember to wash their hands. The childminder provides regular praise when they achieve tasks. Children make choices about their play and learning. When deeply engaged in play, children choose to continue instead of stopping for snack.

Children behave very well. They have learned to share and take turns. They show kindness to their friends and are patient with one another. The childminder uses clear and consistent rules that help children to understand expectations. They work together to make cloud dough and share their finished product with their friends.

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

- The childminder understands how children develop and learn. She has designed a curriculum that helps children develop essential skills and knowledge for the future. Learning experiences for children are ambitious and introduce children to a wealth of knowledge about the world around them. Communication and language form the firm foundation of the curriculum, and children use language confidently to express themselves and ask questions.
- The childminder develops and extends children's knowledge in a range of subjects. She acts as co-researcher to expose children to rich and varied experiences. Children learn to identify wildlife that they see. They visit the local park with their binoculars and can correctly identify a number of birds by their distinct features. The childminder expands children's knowledge around their interests, such as which dinosaurs have three horns on their head and that the correct name for a T-Rex is Tyrannosaurus Rex.
- Children are developing a range of concepts. The childminder teaches children about shadows and how they happen. Children learn about what happens when you mix materials such as cornflour and hair conditioner. Children absorb the rich and varied language around them. The childminder describes how they squish the ingredients together and repeats the word 'conditioner' until children

have remembered it.

- Children are developing cultural capital through the range of experiences they have with the childminder. These extend beyond the setting and expose children to experiences they may not have at home. British values are supported well. Children are exposed to a diverse society. However, the childminder does not always give children opportunity to recognise similarities and differences that will help them to challenge stereotypical behaviours and promote respect for others.
- Children enjoy the wider community. The childminder recreates classic fairy stories, such as 'The billy goats gruff' as children cross over the bridge. Children search for numbers and letters in their environments. They engage with people who work in the community, such as the emergency services and at the local therapeutic community gardens. This helps them to recognise the ways that people in the community help each other and how children can contribute to society.
- The childminder understands how to use assessment to identify the progress of children and how this information can be used to plan interesting and engaging next steps for children. She regularly updates parents about what children are learning and how they can help at home. This ensures that children make consistent progress and build on what they already know and can do.
- The childminder attends ongoing training. She uses her new knowledge to make changes to the curriculum and teaching. This ensures that children receive high-quality teaching and interactions. The childminder is reflective and uses feedback and her own evaluation to drive continuous improvements in her practice.

## 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:**

- provide children with more opportunities to explore similarities and differences that will help them challenge stereotypical behaviours and promote respect for others.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY282083                                                                          |
| <b>Local authority</b>                             | Southend-on-Sea                                                                   |
| <b>Inspection number</b>                           | 10392474                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 27 August 2019                                                                    |

## Information about this early years setting

The childminder registered in 2004. She operates from Monday to Thursday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Clare Ford

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and the children.
- Children talked to the inspector.
- Parents shared their written views of the setting, and the inspector took these into account.

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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