

Childminder report

Inspection date: 18 June 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 at this setting. They arrive smiling and separate from their parents with ease. The childminder creates a warm and dynamic environment. She knows the children incredibly well and provides activities and resources of interest to them. For example, when children arrive holding their favourite dinosaur toy, the childminder promptly brings out a large selection of dinosaur toys. Children quickly become engrossed and fascinated by these, displaying high levels of energy and enthusiasm. As a result, children settle rapidly and navigate their learning provision with confidence.

The childminder is very warm and supportive. She is very intuitive of children's needs and has formed fond relationships with them. The childminder has very high expectations of children. She guides them and reassures them through challenging situations. Children therefore behave exceptionally well and are very respectful towards peers and adults.

The childminder always offers children meaningful opportunities to make informed decisions about what they would like to access and explore next. She often organises trips to local parks and libraries or meetings with other childminders from the local community to enrich children's learning and social experiences. The childminder recognises children's achievements and offers praise and affirmation. This helps children become positive and resilient learners.

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

- The childminder is very experienced. She has very good knowledge and understanding of children's learning and development. The childminder implements effective systems to track children's progress, such as completing daily observations, next steps and monthly assessments. She also completes daily diaries that she shares with the parents. However, at times, the childminder does not consider how the planning of activities will consistently challenge and extend children's learning.
- The childminder is very calm and supportive. She prompts children to engage in meaningful activities to practise their early writing skills in preparation for school. For example, when children express an interest in writing their names, the childminder guides them through effective pencil control, then recalling the sounds and letters of their name in the correct order. Children concentrate intently and show high levels of determination and perseverance. At the end, the childminder praises children for their efforts which positively contributes to their emotional development.
- The childminder provides children with fun and exciting opportunities to further develop their mathematical skills. She encourages them to play a game of cards

to assign numerals to quantities and recognise numerals. The warm and nurturing childminder guides and explains to the children how to recognise the difference between number six and number nine. As a result, children quickly learn to tell the difference, feeling accomplished in this learning.

- Children have opportunities to develop their understanding of the world and imaginative skills. When they show a particular interest in dinosaurs, the childminder engages them in discussions and conversations about various dinosaurs' specific features. As children confidently name and describe most dinosaurs, the childminder then prompts them to sort them into 'carnivores' and 'herbivores'. Children follow the childminder's instructions and group them correctly to build on their problem-solving skills. Furthermore, the childminder then encourages them to use magnets to build a structure for the dinosaurs. As children meticulously place the magnet pieces one on top of the other, the childminder asks them questions about what they are doing. This also supports children's fine motor skills and hand-to-eye coordination.
- The childminder is very reflective. She has a clear vision for her setting and is committed to offering children the best start to their early education. She has formed effective relationships with other childminders from the local area with whom she collaborates at a professional and social level. However, the childminder does not make the most of ongoing training opportunities to update her existing knowledge and skills.
- Partnerships with parents are effective. The childminder provides relevant information about their children's learning. She takes into account parents' views and implements them into her daily practice and routines. Parents feel comfortable and reassured to seek her out for further support to benefit their children's development.

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:

- strengthen the planning of activities to ensure children's learning is consistently challenged and extended
- review and use training opportunities to update and extend existing skills and knowledge.

Setting details

Unique reference number	EY300408
Local authority	Thurrock
Inspection number	10392175
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	5
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2005 and lives in Stanford-le-Hope, Essex. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years 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.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting 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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