

Childminder report

Inspection date: 24 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 arrive excited at this inclusive and supportive setting. The childminder is warm and attentive. Children therefore quickly form bonds with the childminder, thriving on her praise and encouragement. Children behave well. The childminder acts as a role model for sharing and turn-taking. She sets expectations for behaviour and children form friendships as a result. Children seek out others to share play experiences. They learn to solve problems, taking turns with toys. The childminder is highly receptive to children's needs. She supports children to independently access resources of choice. Children soon become confident explorers.

The childminder has clear ambitions for what she wants children to know and learn. She has a focus on children's well-being and in developing their identities. The childminder sets up stimulating learning environments for children to explore and learn in. She provides opportunities for children to develop their imagination via role playing. Children confidently use the phone to take orders in their kitchen. They then prepare imaginative meals together for customers. Children also learn to express themselves through mark making and using malleable materials. They delight in creating pasta meals with play dough or rolling sausage shapes. Children become confident at expressing themselves in different ways.

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

- The childminder teaches to good standards. She gets to know children well, then plans activities based on their interests and developmental needs. The childminder links learning to previous experiences, building on what children know and can do. Children proudly relay how they made play dough. The childminder extends learning with comments, challenges and questions. As a result, children make good progress across all areas of development.
- The childminder creates an environment that is rich in language. She models and repeats language to children. Children become confident in exploring new words and repeating them. They thrive on the praise for their efforts. Children make vast progress in communication and language. They become confident at expressing their needs and opinions.
- The childminder supports children to learn about healthy living. She provides regular access to outdoor play via woods, parks and shops. Children squeal in delight as they aim and kick balls into the goal. They reach up boldly to throw balls into a hoop. The childminder supports children to count the balls in the targets so that they can celebrate together. Children enjoy celebrating others successes as well as their own. This creates a team spirit.
- The childminder is self-reflective of her practice. She accesses regular training to support her learning needs and interests. The childminder has developed a

support network in which she can share ideas and develop activities. She seeks feedback on what went well and what can be improved next time. This ensures her provision is supportive for children's learning and development.

- Parent partnerships are strong. Parents state that the childminder gets to know children well and is attentive to their needs. They recognise the learning and development that children make. Parents praise the childminder for her supportive nature, and how well their children bond with her. They appreciate the variety of activities and experiences that children enjoy. Parents value the regular updates on what children learn.
- The childminder works hard to embed consistent routines for children. Children look forward to what is happening at each part of the day. Sometimes, the childminder does not consider how she gives information to children and offers instructions about what is happening next before children have finished an activity or tidied up. This means occasionally children are not clear about what is happening and what comes next.
- The childminder understands the importance of sharing information with other settings that children attend. Although she is currently creating links with some settings to share information about children's development, this is not fully in place for every child.

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 adapting how information is given to children to help them understand what is happening and what comes next.
- continue to develop partnerships with other settings that children attend to support continuity in children's learning and development.

Setting details

Unique reference number	EY303311
Local authority	Essex
Inspection number	10392081
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	0 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2005. She lives in Harlow, Essex. The childminder operates Tuesdays and Wednesdays from 8am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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 outdoors 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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