

Childminder report

Inspection date: 25 July 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 thrive in this warm, engaging and child-focused environment. They thoroughly enjoy their time with the childminder. Children are deeply involved in their play and learning. The childminder provides a rich and varied curriculum that supports children's interests, builds their confidence and prepares them well for their next stage of learning. Children are motivated, engaged and confident learners. They make good progress in all areas of development. The childminder knows each child well and plans meaningful experiences that reflect their interests and next steps in learning. Children make sustained progress due to the nurturing and responsive support they receive.

Children behave well. They are supported to share and resolve conflicts kindly with help from the childminder. Older children are positive role models and demonstrate patience with younger peers. The childminder maintains a calm consistent approach and promotes mutual respect. There are clear house rules. The childminder reminds children to take turns and listen to one another. Children manage risk safely during physical challenges, such as when using the balancing beam. The curriculum promotes healthy lifestyles through nutritious meals, hygiene routines and physical activity. There is a strong emphasis on developing independence. Children wash their hands at an outdoor sink when in the garden and help prepare and cut their own fruit at snack time.

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

- Communication and language development is a high priority. The childminder engages children in frequent conversation and narration. They enjoy shared story and song times. The childminder promotes children's vocabulary, confidence and listening skills. This helps to provide a strong foundation for later literacy.
- The childminder uses planned topics that teach children about the world around them. They learn about different professions in the community as they explore 'people who help us'. This helps children to develop knowledge and experiences beyond their immediate home environment.
- Children show high levels of involvement as they independently pour water from a dispenser. They engage with a wide range of sensory and imaginative resources. Children demonstrate secure attachments to the childminder, which helps them to feel safe and confident to explore. Children move between activities freely and confidently.
- Children work together cooperatively, such as when building a house with blocks. They show pride in their achievements. The childminder uses praise effectively. Children combine sand and water to explore and test out different textures. They solve problems, such as using moulds to make dinosaurs and

explore the difference between wet and dry sand. The childminder introduces vocabulary, such as 'sticky' and 'soft,' to describe their different mixtures.

- Activities are carefully planned and sequenced to build on children's interests over time. For example, children confidently discuss the life cycle of a butterfly during a bug-themed activity. They recall that they started as caterpillars. The childminder enhances memory and understanding by repeating activities and ensuring they are linked across different areas in the provision.
- Children benefit from a nurturing and responsive approach that promotes confidence, resilience and curiosity. They are encouraged to explore at their own pace and develop their own ideas and use new materials. However, the childminder does not always recognise and make the most of opportunities to extend learning. This means that children are not consistently supported to deepen their knowledge.
- Parents express a high level of confidence and satisfaction in the quality of care and education provided. They describe the childminder as 'warm', 'professional' and 'attentive'. They credit her with making a significant contribution to their children's development and well-being.
- The childminder carries out regular assessments, including the statutory progress check for children aged between two and three years of age. These are completed and shared with parents. Ongoing assessments are also carried out at appropriate intervals. This enables the childminder to track children's progress over time, identify any gaps in learning and adapt the curriculum accordingly.
- Strong links with the local pre-school ensure continuity of care and learning. The childminder shares appropriate information about children's progress, helping to ease transitions for children moving on.
- The childminder demonstrates strong and effective leadership. She is committed to ongoing improvement and has embedded a culture of reflection, professional development and partnership working. This supports her to consistently meet the needs of the children.

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:

- extend children's learning to deepen and embed their knowledge.

Setting details

Unique reference number	EY306157
Local authority	Thurrock
Inspection number	10398106
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 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	3 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Corringham, Essex. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays agreed in advance. The childminder holds an appropriate qualification at level 3. She works with assistants. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of teaching and interactions both inside and outdoors.
- Parents shared their views with the inspector and their views were taken into account.
- The inspector viewed a sample of documentation, such as evidence of the suitability of assistants.

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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