

Childminder report

Inspection date: 30 May 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

The experienced childminder has a secure understanding of how children learn. She welcomes children into a child-friendly, home-from-home, play environment. The childminder plans a challenging curriculum that supports children's interests, builds on what they already know to extend their learning, and introduces seasonal themes. Children make good progress and are sufficiently challenged as a result. The childminder teaches children the skills that they need to be successful, independent learners, and prepare them ready for the transition to school. There is a strong focus on children's emotional development and the childminder has a gentle, calm and nurturing approach with the children.

The childminder is skilful in her interactions with the children as they play. The childminder knows the children and their family well. This is because she invests time in getting to know them before they attend, and has cared for their siblings over time. Therefore, even very young children are so happy, comfortable and confident in the home and settle quickly. Children have established close, trusting bonds with the childminder and make friendships with other children attending. The childminder has high expectations. Children play well together and their behaviour is good.

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

- The quality of teaching is good. The childminder positively encourages parents to regularly share what they know about their children, and what interests them at home. She builds on information provided and works closely with parents to provide a consistent approach to learning.
- Children's mathematical development is supported well through their play. For example, children make strawberry pies using dough and set timers when they pretend to cook them. They count backwards as the timer reaches the end, and giggle when it rings.
- Children's communication skills are supported well as the childminder positively engages children in conversations as they play. Children ask lots of questions. The childminder models language well and is skilful in asking questions that encourage children to think critically, allowing children time to process information and respond.
- Young children demonstrate sustained concentration as they decorate pictures using collage materials. They persevere as they apply glue with skill, and practise their cutting skills. They relish the encouragement and praise they receive from the childminder.
- Parents speak extremely positively about all aspects of the care and education that is provided. They comment that the childminder provides a service above and beyond their expectations and that their children are very happy to attend.

- Children have opportunities to exercise and receive fresh air daily. They access a well-resourced garden and develop large physical skills. For example, children set out stepping stones. They count them and name the colours of the stones as they go, as they practise their balancing and jumping skills. They run, ride cars and play together on the see-saw. Older children show great kindness and help the younger children and remind them how to stay safe.
- Children learn about the natural world around them through carefully planned adult-led activities. For example, children proudly show visitors to the setting, the caterpillars they have grown from eggs. They confidently explain what will happen next and how once they have turned into butterflies, they will have to release them.
- The childminder completes all mandatory training to help her remain up-to-date with changes to guidance and procedures. However, she does not focus her professional development on enhancing her teaching practice in order to raise the quality of teaching even higher.
- Children develop the skills they need for successful future learning through planned activities. The childminder acknowledges the importance of preparing children for their transition to school. However, the childminder has not fully established professional relationships with other early years settings children attend, to provide continuity in children's learning and 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:

- establish a more focused programme of professional development to help raise the quality of teaching to a higher level
- strengthen partnerships with other early years settings children attend, to provide consistent support for children's learning and development.

Setting details

Unique reference number	EY330637
Local authority	Essex
Inspection number	10394576
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	4 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	13 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Sible Hedingham, Essex. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that it is safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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