

Childminder report

Inspection date: 3 September 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 qualified and nurturing childminder ensures that children are warmly welcomed into an inviting play cabin, in the garden, where they also access an exciting outdoor learning environment. She provides children with fun and enabling play spaces that spark their curiosity to investigate and participate in the activities provided. The childminder plans a varied curriculum around the children's interests and builds on what they already know. Organised outings enhance and broaden children's experiences further. There is also a strong focus on promoting the skills needed to be independent learners and preparing children for the transition to school.

The childminder skilfully promotes child-led play and supports children's ideas. She is a good role model, happy, calm and reassuring, and she is careful in her interactions with children. The childminder understands the importance of allowing children time and space to discover for themselves and when to interact and support play. She speaks with genuine respect and kindness to the children as she explains it might be a good idea to change their nappy. The childminder has high expectations for the children, and their behaviour is good. They have formed friendships with others who attend. Children demonstrate they feel safe and secure in the childminder's care and have established close and trusting bonds with the childminder.

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

- The quality of teaching is good as the childminder has a secure knowledge of how children learn. She ensures that the curriculum supports these characteristics and offers a variety of learning opportunities. Children are supported with their ideas and encouraged to initiate their own play. As a result, they make good progress from their starting points.
- Literacy is well supported, and children thoroughly enjoy looking at books and stories. They learn that text has meaning and can access a selection of quality books. Children eagerly gather for a group story and excitedly interact, predicting what might happen next.
- The childminder builds on children's interests and enhances the ambitious curriculum further through regular planned outings. For example, children delight in weekly visits to the local heath and participate in planned forest school activities. They socialise with others during trips to toddler groups and during visits to the zoo. This helps them learn about a wider community other than their own.
- The childminder ensures that activities are fully inclusive and accessible to all. She builds on what they already know to extend learning further. For example, children excitedly talk about their experience of crabbing. A well-planned

creative activity provides children with further opportunities to learn about sea life and to develop their fine motor skills as they select sea creatures from under the sand using tweezers. They use words such as 'awesome' as they describe the shell they find, while younger children enjoy the sensory experience of sand and filling pots.

- Children access quality, open-ended resources from easily accessible units. For example, children play at being doctors and find stethoscopes and thermometers to tend to their patients. The childminder skilfully supports their ideas. Discussions take place about the need for medicine, and children become engrossed in their play. However, on occasion, they are not consistently encouraged to tidy away their resources when they have finished with them. This limits the space children need to explore their space and does not support children to learn to be careful with the resources after they have finished using them.
- Children learn how to keep themselves safe through everyday routines. For example, they understand the importance of a healthy diet. Children enjoy eating lots of fruit after a hearty home-cooked lunch. They know to wash their hands before eating and after having their nappies changed.
- The experienced and enthusiastic childminder provides children with quality care. She is committed to improving the service she provides and her knowledge, through research and training opportunities, as she understands the positive impact this has on outcomes for children. The childminder is professional and organised.
- Parents are keen to express their 'heartfelt gratitude' and speak highly of the supportive childminder. They comment on the broad and balanced curriculum and appreciate the home-from-home environment provided. They say communication is good and have complete confidence that their children are in safe hands.

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:

- help children to understand how to take more care of their resources, particularly when they are leading their own play.

Setting details

Unique reference number	EY357254
Local authority	Essex
Inspection number	10399807
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2007 and lives in Tiptree, Essex. She operates during term time, from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for all eligible children. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on the 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 the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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