

Childminder report

Inspection date: 22 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 childminder understands the importance of building warm and nurturing relationships with each child in her care. She works together with parents and carers to ensure that every child feels at home in her setting. The childminder considers the emotional needs of children closely. She adapts her teaching to promote children's feelings of happiness and emotional security well. Children are relaxed, confident and considerate in their play and interactions with the childminder and other children.

The childminder values the impact of early reading. She builds enriching and exciting experiences into her curriculum for children to explore stories. Children excitedly share their favourite books with the childminder. They ask her to repeat familiar and loved stories. The childminder gives children the time they need to understand new vocabulary and to develop a love of books and reading. All children feel excited and motivated to learn in her setting.

The childminder carefully selects activities that children find interesting. Her strong understanding of child development helps her to identify ways to stretch children's learning. For example, children benefit from conversations with the childminder, where they answer questions and extend their learning. Children make good progress in their learning.

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

- The childminder creates a curriculum that covers the skills and knowledge that children need to learn. She considers children's prior learning and builds on their existing skills. The childminder gives children time to repeat activities so that they can practise and develop. For example, she helps children to remember role-play activities and extends their learning by adding new resources. This helps children to reach their milestones.
- The childminder supports children's mathematical development well. For example, she uses a variety of tools that children find interesting to explore numbers. Children feel excited to cut pretend food into different amounts and share it with their friends. This helps children to develop an understanding of quantity and how to solve problems.
- The childminder promotes children's language well. She speaks to children using ambitious vocabulary and helps them to understand the meanings of new words in the appropriate context. Toddlers express themselves very well. They feel excited to use new words that the childminder teaches them. Children gain fluency at high levels.
- The childminder helps children to develop independence skills. For example, she clearly explains the expectations on children to tidy up when moving to new

activities. The childminder teaches children to use the toilet by themselves and to wash their hands before eating. Children feel excited to show what they know and can do. For example, they want to put rubbish in the bin without the help of the childminder. Children feel highly successful and confident in their learning.

- The childminder plans opportunities for children to express themselves. For example, children enjoy exploring instruments and singing and dancing with their friends. They learn the words and actions to familiar nursery rhymes and songs. However, the childminder does not consistently provide children with a wide variety of creative activities in her setting. This means that opportunities for children to explore different textures and sensory experiences are sometimes limited.
- The childminder understands that she needs to teach children to regulate their emotions. She helps children to consider how their behaviour impacts on others. The childminder spends time with children, exploring different ways to reflect on their behaviour. As a result, children are kind and considerate. They behave well.
- Parents have strong partnerships with the childminder. They report that children make excellent progress. Parents say that the information given to them by the childminder helps them to extend their children's skills at home. They report that children are happy and excited to share what they learn in the childminder's setting.
- The childminder reflects on her practice. She plans continuous professional development opportunities that are closely linked to the needs of children. For example, the childminder has recently attended training to support children to understand their feelings. This helps children to use a range of strategies to manage their emotions.

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:

- develop further opportunities for children to engage in creative activities to promote learning.

Setting details

Unique reference number	EY376504
Local authority	Havering
Inspection number	10399433
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 December 2019

Information about this early years setting

The childminder registered in 2008. She lives in Upminster in the London Borough of Havering. The childminder operates during term time, from 7.45am to 5.30pm, Monday to Friday. She holds a relevant childcare qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation of a communication and language activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents gave feedback to the childminder and the inspector took into account their views.

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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