

Childminder report

Inspection date: 31 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 flourish in the care of this delightfully kind and caring childminder. From the moment they arrive, they become deeply engaged in their play and learning. The childminder involves them in meaningful conversations from the outset. Children respond with great confidence, demonstrating their excellent use of language.

Children behave very well. They play together with kindness, offering their help and support to each other during challenging activities. The childminder showers children with praise. This helps them to develop a positive mindset. They respond with enthusiasm to the childminder when she suggests they read a story. Children take pride in their achievements and their well-being is a priority. The childminder encourages them to develop resilience and independence, such as when they unzip their own lunch boxes and help others.

Children are confident. They show hugely positive attitudes to their play and learning. They show curious minds and ask lots of questions that receive a meaningful response from the childminder. The childminder promotes emotional literacy by helping children name and understand their feelings. She encourages healthy choices through discussions about food. Activities, such as handwashing and lunch routines, are approached calmly and positively. The childminder supports children to develop important self-care and a sense of routine.

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

- The childminder provides a highly stimulating and language-rich environment. Children are constantly engaged in meaningful and purposeful learning. The childminder uses language exceptionally well to support and extend children's vocabulary. This supports them to be confident communicators.
- Children show a genuine love of books. They explore them with friends and listen attentively as the childminder reads to them. Children hear new and exciting words, such as ombre and frivolous. The childminder extends vocabulary meaningfully, explaining unfamiliar words and encouraging children to use them in context.
- The childminder enables children to think deeply. They express themselves clearly and make connections across areas of learning. For example, when children describe feeling hungry after swimming, the childminder explores this further. She helps children to understand how physical exercise uses energy, which makes you hungry.
- The curriculum is well planned and embedded in everyday experiences. For example, snack time provides an opportunity to develop mathematical language through counting and sharing fruit. Sometimes, the childminder does not make

the most of opportunities to deepen and extend younger children's mathematical understanding. That said, older children show an awareness of numbers in the environment and how they represent quantity.

- Children engage in a range of activities that foster early literacy skills. They recognise letters in their names and complete alphabet puzzles with enthusiasm. The childminder supports problem-solving and perseverance. For example, when children manage to connect a puzzle piece that was not fitting, they work together without adult intervention until they succeed.
- Children learn about the wider world. They explore important topics, such as safety and caring for the planet. The childminder supports children effectively in building respectful, inclusive relationships. For example, when completing a floor puzzle they discuss gender stereotypes linked to hair length and diversity.
- Children are highly motivated, joyful learners. They show sustained concentration and deep engagement across a range of activities. They demonstrate impressive levels of kindness and empathy. For example, during snack time, children offer fruit to one another, recognising they have more. This shows an emerging sense of fairness.
- The childminder uses activities to reinforce seasonal safety. For example, children learn about the need for sun cream in hot weather as they enjoy a beach-themed activity. The childminder introduces children to the purpose of a lighthouse. Children learn about the bright lights and how they prevent boats from crashing into rocks.
- Parents consistently praise the childminder for providing a warm, nurturing and stimulating environment. They comment that children feel safe and supported. Parents highlight how dedicated the childminder is and her excellent communication. They particularly commend the strong emotional and educational progress their children make under her care.

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:

- build on mathematical teaching to support younger children to develop early mathematical concepts through their play.

Setting details

Unique reference number	EY394974
Local authority	Essex
Inspection number	10398913
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	6
Number of children on roll	5
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Rayleigh, Essex. The childminder operates all year round from Tuesday to Thursday, 8am until 3pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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