

Childminder report

Inspection date: 15 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

The qualified and experienced childminder provides children with a welcoming and child-friendly environment. Children are happy and enjoy their time with the childminder. They have warm, nurturing relationships with her, and they seek cuddles and comfort from her as needed. The childminder knows children well and is responsive to their needs. She gathers information from parents about children's individual routines and follows these to help children settle in. The childminder uses observations to determine what progress children are making in their development and what next steps they need to help them to progress further. The curriculum is designed to support children's interests. There is also a strong emphasis on supporting the skills they need to be independent learners and prepare them for the transition to school. A variety of organised outings outside of the home also enhance children's learning about the wider community and support their social skills.

The childminder's familiar routines and activities help very young children know what happens next. She has high expectations of children's behaviour. There is consistent praise for children's successes, and this helps encourage them to persevere when things are hard to do. This also supports children to gain a sense of belonging and develop self-confidence. Overall, children's 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 curriculum is broad and balanced, which helps all children to make good progress.
- Partnerships with parents are effective. The childminder works closely with parents to meet children's needs. Parents are well informed about their child's learning and care through daily feedback. Parents say their children are settled and confident and thrive in the childminder's care.
- The childminder continues to focus on her professional development. She updates her knowledge through training opportunities. She welcomes opportunities to share practice and hold professional discussions with others. The childminder positively supports her staff in their own professional development. This is because she understands the positive impact this has on outcomes for children.
- Appealing activities outdoors spark children's curiosity, and even very young children show sustained concentration as they scoop and pour coloured rice into pots. Activities are planned to ensure they are inclusive and each child can learn new skills. Children persevere as they learn the skill of manipulating tongs to select pom-poms, supported by attentive staff. Lots of mathematical conversation takes place around numbers, shape and size as they play.
- The childminder is very active in her community. She regularly takes children to

visit local parks to explore the world around them. Children attend a range of activities and learn to socialise with others at nearby children's groups. Children relish regular trips to the zoo and talk about the animals they see.

- The childminder makes good use of her garden to enhance children's learning. Children have good opportunities to increase their agility, using play resources. They concentrate as they learn the skill of rolling balls to knock down skittles. They learn how to negotiate space as they proficiently use scooters at speed, and the childminder gently reminds them about the importance of staying safe.
- Children have formed friendships. They understand the childminder's expectations, and they demonstrate good manners. Children have established close bonds with the childminder and her staff. While the childminder is aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary they need to express themselves.
- The childminder supports children's communication, language and literacy skills well. She talks to children throughout the day through guidance and meaningful conversations. The childminder reads stories that are popular with the children, who listen intently, keen to sit on the childminder's lap as they interact and study the pictures.
- While the childminder understands how children develop their language skills, children are not consistently encouraged to learn how to negotiate with one another to establish a positive solution to a problem. For example, when children work together or share toys, sometimes adults are too quick to intervene.

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:

- include more focused activities within the curriculum to support children's understanding of emotions and develop their vocabulary further to enable them to express how they feel
- provide children with more opportunities to take responsibility for themselves and solve problems when negotiating how to share resources and resolve conflicts.

Setting details

Unique reference number	EY401849
Local authority	Essex
Inspection number	10398164
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 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2001 and lives in Tiptree, Essex. She operates during term time, Monday to Thursday, from 7.15am to 5.15pm. The childminder works with an assistant. She provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector observed interactions between the childminder and the children.
- The inspector took account of the written views of the parents.
- The inspector looked at a sample of documents, which included evidence about staff's 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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