

Childminder report

Inspection date: 10 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 are happy and flourish at this setting. They arrive smiling and eager to embark in a day filled with exciting activities. The nurturing childminder carefully captures children's interests and needs and creates a stimulating and dynamic environment. She offers children opportunities to make their own decisions about what they would like to explore and access next, to build on their inquisitive spirit and independence. Furthermore, children have access to personalised swimming experiences. They laugh and giggle with excitement while developing swimming skills and learn how to stay safe in the water. This helps develop children's large motor skills and supports their confidence and self-esteem.

The childminder and her assistants are warm and supportive. They have formed positive and caring relationships with the children, and they are very intuitive to their needs. The childminder has high expectations of children and guides them through following the setting's routines and boundaries. Children behave very well and display high levels of respect towards the adults and their peers. In addition, children enjoy being around the family pets. With guidance and reassurance, they feed the tortoises and gently stroke the bunnies. This helps children develop empathy towards all living things and enhances their understanding of the world.

The childminder recognises children's achievements and praises them for their efforts. As a result, children feel appreciated during their time at this setting and develop skills needed to become positive and resilient learners.

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

- The childminder has good knowledge and understanding of children's learning and development. She completes regular observations, assessments and next steps in children's learning which she shares with the parents. She develops effective systems to involve parents in their children's learning, such as 'home packs' with varied activities and books. This provides continuity of care and education. The childminder also supports children who speak English as an additional language acquire the new language skills to make progress in their learning.
- The childminder is very nurturing. She continuously engages children in meaningful discussions and conversations about what they are doing to promote effective communication and language skills. However, at times, the childminder does not consider how to enhance and extend activities so that children are consistently engaged and challenged in their learning.
- Children enjoy books and develop a passion for literature from a very young age. As they listen mesmerised to the narratives of their favourite story about a hungry caterpillar, children confidently point at the pictures and name the fruits.

The childminder also prompts them to carefully count all the fruits to further develop their numeracy skills.

- The childminder provides opportunities for children to be active and embrace a healthy lifestyle. In the garden, children enjoy riding large trucks to build on their large motor skills and throwing and catching balls to refine their hand-to-eye coordination. Children are also curious to investigate the vegetable patch, and the kind childminder encourages them to closely look at the pumpkins, onions and raspberries. This helps children develop a better understanding of the world and enrich their experiences.
- To build on children's creativity and fine motor skills, the childminder prompts children to use large pieces of chalk to draw butterflies. She demonstrates this effectively and explains the concept of 'symmetrical'. Children follow instructions correctly and concentrate intently. They show high levels of determination to create beautiful butterflies while practising their colour recognition. This also helps build on children's thinking skills.
- The childminder is ambitious and reflective. She works very closely with her assistants whom she mentors and guides to develop their practice and knowledge further. The childminder completes regular training and is committed to providing children with the best start to their early education. Effective risk assessments and detailed policies and procedures mean that children are safe and secure at this setting.
- Partnerships with parents are positive. They value the unique learning opportunities the childminder offers to their children. Parents feel involved in their children's learning and appreciate the progress they make.

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:

- enhance planning and practice to promote sustained and active engagement from children to deepen and extend their learning experiences.

Setting details

Unique reference number	EY407252
Local authority	Thurrock
Inspection number	10392434
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 3
Total number of places	9
Number of children on roll	12
Date of previous inspection	22 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Stanford-le-Hope, Essex. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with two registered assistants. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- The childminder showed the inspector around the setting. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education and assessed the impact this has on children's learning.
- Parents provided written feedback and the inspector took account of their views.
- Children spoke with the inspector about the activities they were doing.
- The inspector had discussions with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with children.

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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