

Childminder report

Inspection date: 2 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

Children are settled, happy and enjoy their time with the experienced childminder. They have formed trusting, warm and nurturing relationships with her and her staff. The childminder ensures that she knows children well and is responsive to their needs. She values and promotes effective partnerships with parents and invests time in getting to know the children and their families, including information about children's individual routines, to help children settle in. The childminder understands how children learn and ensures that the environment is welcoming and child-friendly. She is passionate for children to learn about the natural world around them and promotes outdoor learning. For example, children learn how to take care of birds and small animals. Under supervision, children help the childminder chop fruits and vegetables as they help feed pet birds, guinea pigs and rabbits. They watch birds nesting and for eggs to hatch in the aviary with anticipation. There is a real sense of belonging. Children play well together, and behaviour is good.

The ambitious curriculum supports children's interests. The childminder provides children with stimulating and fun activities in the garden. Children demonstrate that they are eager and curious to explore the resources and opportunities provided. For example, children show sustained concentration as they participate in inclusive group activities. They scoop and pour rice, excitedly finding treasures hidden. They match numbers, and they master the skill of using tongs and tweezers.

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

- The quality of teaching is good. The childminder provides children with a broad and challenging curriculum that builds on what children already know and responds to their interests in the moment. She promotes the skills that children need to be independent learners to aid a smooth transition to school and successful future learning.
- Children learn the importance of a healthy lifestyle. They receive fresh air and opportunities for daily exercise. Children flourish in the garden as they fully engage in activities of their choice. Children's physical skills, creativity and imagination are fully supported as they make constructions using large bricks that they skilfully move around the garden in wheelbarrows, negotiating space well.
- The childminder has established positive, friendly working relationships with parents. Parents comment on the 'amazing' support and dedication offered during settling in. They value the detailed feedback they receive regarding their children's day and ongoing progress. Parents say they are reassured their children are cared for in a safe and nurturing environment.
- Children make good progress in their language development. They enjoy lots of

spontaneous singing and listen with intent to favourite stories. Children confidently make suggestions as to what will happen next and enjoy predicting the rhyming words in the story. Children develop good listening skills as, for example, they listen to sounds in the environment. Children excitedly predict the noise they hear as they talk about an aeroplane in the sky.

- The childminder engages children in conversation. She is attentive and speaks kindly and respectfully to them. However, the childminder and her staff do not consistently provide children with time to consider and process their answers and often quickly give solutions to a problem. For example, when children excitedly find bugs and snails as they play outdoors, they are told how to keep them safe and where to put them. This does not encourage children to think critically, test out their ideas and find their own solution.
- The childminder ensures that children have the skills they need to be independent learners and prepare them for the transition to school. Activities and daily routines support this. For example, children are positively encouraged to take care of personal needs. They learn to dress themselves and put their shoes on ready for outdoor play.
- The childminder completes all mandatory training to help her remain up to date with changes to guidance and procedures. She understands her responsibility to support and encourage her staff in their own professional development, which she does successfully. However, she does not focus her own professional development on enhancing her teaching practice in order to raise the quality of teaching even further.

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:

- use effective questioning techniques and give children time to respond to help children to think critically and solve problems independently
- establish a more focused programme of professional development to help raise the quality of teaching to a higher level.

Setting details

Unique reference number	EY412565
Local authority	Essex
Inspection number	10407495
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	2 to 3
Total number of places	12
Number of children on roll	13
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Harwich, Essex. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides government-funded early education for all eligible children.

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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