

Childminder report

Inspection date: 9 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 show that they are settled and happy. They explore the childminder's home with confidence and choose activities they wish to participate in. The childminder is attentive to children's interest in learning. She is quick to engage children in meaningful play, where she supports them to progress towards their individual learning goals. For instance, children learn concepts such as full, half-full and empty as they pour water from one container to another. Children express their needs well. They recognise when they are becoming frustrated in their play and ask for help. The childminder responds effectively by offering her assistance while maintaining children's independence and promoting their problem-solving abilities. This approach helps children to quickly regulate their emotions.

Children apply their developing language and communication skills as they engage in back-and-forth conversation. The childminder uses what she knows about children's lives at home to spark discussion about their families and interests. Children respond positively as they talk fondly about who lives in their home. The childminder has high expectations for children's language development. She introduces young children to complex vocabulary that they then use to describe their play. For example, two-year-old children explain how their water has 'disappeared' through a funnel.

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

- The childminder knows what she wants children to learn and has a clear plan for how she will teach this. She uses her knowledge of child development to devise an age-appropriate curriculum. The childminder makes accurate assessments of children's learning and development. She uses this information to make sure children continually build on what they know and can do. Children make secure progress, and parents confirm that their children are learning and doing more because of the childminder's input.
- The childminder uses a range of successful techniques to help children learn and develop. For example, she demonstrates how a pump-bottle works and uses a hand-over-hand method to show children how to operate it. That said, occasionally the childminder limits children's ability to work things out for themselves. For example, she sometimes asks children too many questions in quick succession or answers her own questions before children have chance to answer.
- The childminder promotes children's healthy lifestyles. She offers a variety of fruits and vegetables for children to sample at snack time. The childminder ensures that children follow good hygiene practices. She checks that children have washed their hands before they prepare and eat food, and after they have been to the toilet. Children are learning how to take care of their health and

their bodies.

- Children learn how to keep themselves safe and assess the risk in their own activities. For example, the childminder reminds children to lay their safety knives flat on the table when they are not using them at snack time. The childminder also teaches children how to keep safe in the community. For instance, children learn how to cross the road safely.
- The childminder is effective at shaping children's positive behaviour and helping children form good habits. Children know what is expected of them. They happily follow the childminder's instructions to tidy away their toys and to help sweep up fallen sand. The childminder is teaching children how they should take care of the world around them.
- The childminder takes children on regular outings to enhance the curriculum that she provides. For example, children practise their physical abilities as they use equipment at local parks and soft-play centres. The childminder encourages children's interest in books through weekly trips to the library. These outings offer children experiences that they might not get elsewhere.
- The childminder engages in regular training and professional development opportunities to keep her knowledge up to date. She is aware of recent changes to the requirements that she must follow. The childminder has links with a childminder network, which supports her positive well-being.

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:

- allow children enough time to process and respond to questions and suggestions for their play.

Setting details

Unique reference number	EY413277
Local authority	Essex
Inspection number	10403732
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2010 and lives in Basildon, Essex. She operates all year round, from 8.30am to 4.30pm, on Monday and Tuesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education.

Information about this inspection

Inspector

Charlotte Whalley

Inspection activities

- The childminder and the inspector discussed the early years curriculum and what the childminder wants the children to learn.
- The childminder showed the inspector the premises and explained how she keeps children safe.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector read reviews written by parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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