

Childminder report

Inspection date: 9 May 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 enjoy attending this setting. They are nicely settled and navigate their learning environment with confidence and ease. The childminder creates a welcoming and stimulating environment. She continuously offers children the opportunity to make their own choices of what they would like to explore next to develop their curiosity and inquisitive spirit. As a result, children quickly become positive and independent learners. For example, the childminder guides children to create their own game of cards. Children are eager to think and present the childminder with the rules of their own game. They engage well while the childminder asks questions and prompts children to think of new ideas to further develop the game. This helps children develop their creativity, imagination and problem-solving skills.

The childminder is very nurturing and intuitive to children's needs and interests. Children formed very fond and warm relationships with the childminder who is always readily available to guide them, comfort them and reassure them. The childminder has very high expectations of children and supports them to become resilient learners. She values and recognises children's achievements. She praises them for their efforts and displays their creations across the setting. Children take great pride in this, which helps them feel appreciated and involved during their time at this setting.

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

- The childminder is very knowledgeable and experienced. She has robust understanding of children's learning and development. The childminder has effective systems in place to track children's learning, such as learning journals, that she shares with the parents. She also completes relevant next steps in children's learning that she reviews at regular intervals and forwards to parents and the other settings the children attend. The childminder follows specific topics for learning and plans activities based on children's needs and interests. However, the childminder has not considered strengthening the planning so that children are consistently challenged and their learning is extended further.
- The childminder is very calm and supportive. When children show an interest in playing hopscotch in the garden, the childminder encourages them to use large chalk to go over the lines that have started to fade, to build on their fine motor skills. She clearly demonstrates the actions, and children are eager to continue. As children go over the numbers with their chalk, the childminder encourages them to recognise the numbers to further develop their numeracy skills.
- Children embrace a healthy and active lifestyle. They make their own choices of healthy snacks and attempt to cut their apple and banana to build on their hand-eye coordination. In the garden, they play games whereby they have to select a

given shape and colour step to jump on and perform physical actions such as hopping or standing on one leg. Children laugh and giggle with enthusiasm as they follow the childminder's instructions, and this helps build on their gross motor skills, balance and coordination.

- The childminder offers children opportunities to develop a passion for reading. She encourages them to bring their favourite book from home to read at the setting. As children are looking at their favourite book about a tiger, they create their own narratives. The childminder engages them in discussions about the characters and what will they do next, to build on children's communication and language skills.
- The childminder is very thoughtful and reflective. She has a very clear vision for her setting, to create a 'home-from-home' environment where children are happy, safe and thrive. She is ambitious and committed to offering children the best start to their early education. For this, she completes regular training and engages in collaboration with other childminders, settings and local schools. Furthermore, she organises trips to local parks to offer children rich experiences and strengthen their understanding of the world and social interactions.
- Partnerships with parents are robust. They appreciate the childminder's kind, friendly and approachable nature and feel confident leaving their children in her care. Parents praise her professionalism, knowledge and creativity and mention that their children are always excited to attend her setting.

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:

- review and strengthen planning of activities to ensure children's learning is consistently challenged and extended further.

Setting details

Unique reference number	EY416943
Local authority	Essex
Inspection number	10388814
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Chelmsford. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She 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 held a meeting 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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