

Childminder report

Inspection date: 24 June 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, settled and eager to participate in this friendly and welcoming home environment. Their laughter and enthusiasm are infectious. This indicates strong emotional well-being. The childminder and any assistants she works with show warmth, sensitivity and attentiveness to children. There are strong attachments between the children and staff. Opportunities to make choices, such as which song to sing and where to play, empower children and promote their independence. Good manners and respect are evident at mealtimes and during collaborative play, such as when children work together to build towers. Children competently manage self-care routines. They wash their hands, find their water bottles and put on their shoes. This fosters independence and coordination. The childminder offers praise and encouragement frequently, helping to build children's confidence and motivation.

The childminder provides children with good-quality learning experiences. Children are confident, motivated and engaged learners who are well supported in all areas of development. The childminder and her staff provide a well-balanced and engaging curriculum that promotes children's development across multiple areas of learning. Children enjoy activities such as singing, science-based exploration and literacy. The childminder and her staff show an understanding of how children learn best through play, repetition, exploration and interaction.

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

- The childminder is clear about what she wants children to learn. There is a strong emphasis on emotional well-being, communication and social development. Teaching is child centred and responsive, helping children to become well-rounded individuals, confident and ready for school.
- The childminder encourages children to sing songs, respond to instructions and take part in discussions. This supports both children's listening and expressive language skills. During circle time, children engage in opportunities for vocabulary enrichment, such as discussing the days of the week and singing 'Head, Shoulders, Knees and Toes'.
- Children explore floating and sinking, demonstrating curiosity. They are beginning to grasp basic scientific concepts, such as heavy and light. They make predictions based on their observations, such as which items will float and which will sink. The childminder's use of skilled questioning during science and weather discussions encourages children to think and to verbalise their ideas.
- Children engage in gross motor activities such as dancing, balancing and energetic outdoor play. They develop fine motor skills as they manipulate toys, build with magnetic tiles and turn pages in books.
- Children demonstrate an early interest in letters and sounds, identifying words

beginning with the chosen letter of the day. Children find their name cards and proudly place them on the tree picture. Older children write their names with growing skill and accuracy.

- Weather discussions show that children understand seasonal changes and how they affect daily routines, such as wearing sun cream to protect their skin. Play is accompanied by creative commentary and problem-solving prompts from the childminder and staff. Children sort purple animals into a purple house they have made, showing early sorting skills and imaginative thinking.
- The childminder and her staff recognise the individual needs of children. Staff are responsive and allow children to engage on their own terms, while gently encouraging participation. However, the childminder has not fully considered how she can adapt activities to enrich learning opportunities for younger children to help them to explore independently and sustain their natural curiosity.
- The childminder is viewed by parents as a dedicated caregiver who offers a warm, secure and stimulating environment. There is excellent partnership working with both parents and professionals. The childminder has built very strong, trusting relationships with families, encouraging shared communication and feedback. She facilitates good communication between settings and schools, which supports continuity of care and smooth transitions for children.
- The childminder proactively identifies strengths and areas for development, regularly reflecting on her practice. She has introduced a newsletter, enhancing two-way communication and showing responsiveness to the needs of families. There is a clear commitment to strengthening relationships with families.
- The childminder ensures that she and her staff continue to build their knowledge and skills to support children effectively. This includes undertaking relevant training, such as in communication and language, and play-based learning.

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:

- consider how to adapt activities to enrich learning opportunities for younger children to develop their independent exploration and sustain their natural curiosity.

Setting details

Unique reference number	EY426298
Local authority	Southend-on-Sea
Inspection number	10392475
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	10
Date of previous inspection	27 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Westcliff-on-Sea, Essex. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. They both hold an appropriate early years qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder, her staff and the children.
- Parents shared their views of the setting and the inspector took these into account.

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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