

Childminder report

Inspection date: 27 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They show wonderfully warm and secure relationships with the kind and caring childminder. The youngest children snuggle in close to the childminder for reassurance. As a result of the positive modelling by the childminder, older children show kindness and empathy to others. They cuddle babies and offer kind words to their friends, such as telling them they are 'the best'.

Behaviour is managed well. When low-level disputes occur, the childminder discusses the impact of these on others. They resolve their conflicts peaceably and with little fuss. For example when children disagree, the childminder helps them to explore their emotions and how their actions make others feel. Children are developing a good understanding of right and wrong. The childminder takes the time to explain her expectations and how children can meet them. She praises children often when they make positive choices.

The childminder is ambitious for children. She has clear expectations for what she wants children to achieve during their time with her. The curriculum is broad and ambitious and includes the essential skills and knowledge children need for the next stage of their education. Children engage in fun and enjoyable activities that build on what they already know and can do.

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

- The childminder shows a strong commitment to developing children's communication and language. Children engage in back-and-forth conversations and listen to favourite stories. They sing familiar songs, such as 'Incy wincy spider'. This helps to support and extend children's use of language. Children show a love of books, and they read for pleasure, engaging deeply as they explore the subject of germs and sing 'five currant buns'. They recognise the difference between stories and books that hold information, such as non-fiction and song books.
- The childminder helps children to broaden and consolidate their learning through fun and engaging experiences that link to their interests and next steps in learning. Children show positive attitudes to their learning and are highly motivated to join in. They explore how solids turn to liquid and learn how to use a pipette to transport water to wash toy pigs.
- Children expertly recall past events. They remember experiences, such as when they visited the farm and when it snowed. The childminder skilfully weaves this into current learning to deepen and consolidate children's knowledge about animals and the weather. Children repeat experiences that support them to practise and refine new learning.

- Children are offered choices. They use voting systems to make decisions about things that affect their learning, such as which colour soap to add to the water. This helps them to understand that people have different ideas and that they have the right to choose.
- Children manage their safety well. They are learning how to manage risks, including using knives to cut fruit and cutting their food into safe shapes to prevent choking. They learn about germs and bacteria and how to manage personal hygiene, such as effective handwashing, to stay healthy.
- Enjoyable experiences offer the chance for children to problem solve and consider how to overcome problems. Sometimes, the childminder steps in too quickly by offering children the solutions and not allowing them time to consider what is happening and why. For example, when the cornflour is too runny to stay solid, the childminder explains to children that there is too much water in the tray. This removes the opportunity for children to work out what has happened for themselves.
- The childminder models how to use new resources. She explains clearly to children how to use pipettes and how to cut melon slices along the rind. When older children have mastered how to use tools, she encourages them to show younger children how to use them.
- The childminder is really passionate about her work. Self-evaluation helps the childminder to assess how effective her provision is but this does not include the views of others. Therefore, critical reflection is not always deep enough to fully identify where the provision can be enhanced.
- Parents speak very highly of the childminder and feel fortunate to have secured a place with her. They appreciate how settled and secure children are and express their happiness about knowing their children are loved and well cared for.

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:

- build on the already extensive opportunities for children to think deeply and make connections in their play, supporting critical thinking and allowing children to develop their own ideas and solve problems
- develop the use of evaluation to critically reflect on the provision and identify areas that can be enhanced through professional development to further enhance the experiences that children have.

Setting details

Unique reference number	EY431597
Local authority	Thurrock
Inspection number	10372243
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Upminster, Essex. She operates all year round, from 7.15am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- 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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