

Childminder report

Inspection date: 22 August 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

The childminder provides a nurturing and stimulating environment where children can explore, play and learn across all areas of development. Children become engaged in meaningful and purposeful play as soon as they arrive. For example, they explore construction with magnetic tiles. The childminder encourages children to work together to follow the instructions. Children receive praise for their persistence and problem-solving. This helps them to develop self-esteem and confidence to try new things.

Children behave well. They listen to instructions from the childminder and show a good understanding of the routine and expectations. The childminder reminds children often about positive choices and praises them for remembering the rules. Children play together well and show kindness. They manage turn-taking and share their toys without a fuss. The childminder acts as a positive role model to children. She supports children to resolve conflict and find a solution to problems.

The broad and ambitious curriculum helps children become confident and independent learners. Children are developing early communication and social skills that enable them to mix well with others and express their ideas and feelings. The childminder supports children to manage their feelings and emotions. This helps them to overcome problems and develop resilience when they encounter setbacks.

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

- Children are developing effective communication and language skills. They listen attentively to familiar stories with obvious delight. The childminder encourages them to recall events, such as how the caterpillar turned into a butterfly. She asks skilful questions that encourage children to think, predict and share their ideas confidently.
- Children benefit from a range of stimulating experiences both indoors and outdoors. They develop fine motor skills through play dough and creative activities, such as painting. Outside, children play cricket and develop gross motor skills and coordination as they learn to hit the ball successfully.
- Snack time is used as a social and learning opportunity. Children are offered choices and engage in discussions about healthy foods and what they like to eat. They are offered drinks regularly to stay hydrated and enjoy healthy snacks. Children are developing their self-care skills, including independent handwashing. While they are generally confident, sometimes they need prompts from the childminder to do this, for instance, when they transition from play to snack time.
- Children are motivated learners. They demonstrate curiosity and enthusiasm in their play. Children confidently count with the childminder and recognise shapes

and colours. The childminder introduces early sequencing through stories. For example, children remember the life cycle of a butterfly. The childminder uses descriptive language such as 'big' and 'massive' to broaden children's vocabulary.

- Children develop self-esteem as their efforts are consistently praised. For example, they show pride in their achievements, such as completing threading independently or successfully hitting a ball. The childminder shows and tells children how to master difficult skills, such as threading. This helps to build children's confidence.
- Through regular outings and contact with the local community, children broaden their experiences. Children enjoy trips to the park and playgroups. The childminder organises picnics and trips to the zoo.
- Practical life skills are woven into the routine. The childminder supports children with oral hygiene and toilet training, working with parents to provide a consistent approach. Children explore models of teeth and practise important brushing skills.
- The childminder regularly seeks feedback from parents through questionnaires and ongoing communication. This helps her to evaluate the effectiveness of her provision and identify areas for development. She monitors children's progress carefully and uses this information to adapt and strengthen the curriculum where needed.
- The childminder is committed to her professional development. She attends a wide range of training, including safeguarding updates and school readiness. This enables her to deliver a curriculum that meets children's needs and keeps them safe.
- Parents value the strong communication they receive and feel their children are safe, welcome and included at all times. They speak highly of the support given to the whole family. They comment that the childminder goes above and beyond in the care she provides.

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:

- develop hygiene routines to further support children in managing their personal care, helping them understand when and why it is important to wash their hands and the benefits of good hygiene practices.

Setting details

Unique reference number	EY434948
Local authority	Essex
Inspection number	10398242
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Wickford, Essex. She operates all year round, from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector discussed with the childminder how she organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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