

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 are happy and engaged during their time at this bright and cheery childminder's setting. They show secure attachments to the childminder and any assistants who work alongside her. Children are heard laughing infectiously as they engage in a range of fun and stimulating activities such as creating an obstacle course and creating large murals with paint and vegetables.

Children demonstrate that they feel safe and secure with the childminder. They receive warm and sensitive care when upset. They hear consistent praise and are supported to develop positive self-esteem. For example, children take instant photos of their creations to share with their parents. They beam with pride as the picture prints to reveal their achievements. Children behave well and show kindness to their friends. The childminder and her staff use rules fairly and consistently. This means that children are clear about expectations.

Children engage in an extensive range of experiences that deepen and broaden their knowledge and skills. The childminder and her staff support children to be curious about their world. Children ask questions and show enquiring minds. They have positive attitudes to their learning and demonstrate what they have learned. The childminder provides opportunities for children to connect this prior learning with new experiences.

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

- The childminder sets clear intentions for her teaching. She recognises the skills and knowledge children need to be prepared for the next stage in their learning. The choices she makes around teaching support children to build on what they already know and can do. This means that children are supported to make good progress.
- Children are supported to develop their vocabulary. The childminder and her staff use new and interesting words to describe things they encounter, such as when they describe strawberries as sweet and juicy. Books are used to support learning and broaden children's knowledge about the natural world.
- Children are knowing more and remembering more. They demonstrate what they have learned and apply this to new experiences, such as when they retell the story of 'The Very Hungry Caterpillar' and how it became a cocoon.
- Children show increasing independence. They manage their personal hygiene and prepare their own snacks. The childminder helps children to develop patience and reminds them about the importance of taking turns. This supports children to develop kindness and ways to resolve conflict.
- The childminder supports children to learn about the wider world and how they contribute to it. They learn about VE day and how past generations helped to

keep us safe. Children explore topics, such as the Royal Family, and learn how to care for the resident tortoises.

- The childminder is committed to promoting children's oral hygiene. Children describe how they need to brush away the dirt on their teeth to keep them strong. Children are developing positive attitudes to healthy lifestyles as they enjoy a range of fruits and hydrate regularly with water.
- Children are developing mathematical concepts. The childminder weaves mathematical language into every experience, such as when describing the tall sunflowers and naming directions such as backwards and forwards.
- Children show positive attitudes and energy in physical play. They design obstacle courses with the staff and develop coordination as they roll balls to knock down skittles. They confidently demonstrate their skills and say, 'I'm balancing,' with pride.
- The childminder seeks feedback from parents and uses critical reflection to identify areas for improvement. She is keen to seek out new ways of doing things and regularly evaluates her provision. She shares ideas within the childminding network and other providers.
- The childminder regularly discusses performance with her staff. They engage in regular professional development. However, training for staff does not always link to identified areas for development to help raise the quality of teaching and learning to a high level.
- Parents offer positive praise for the childminder. They compliment the warm and friendly approach and excellent communication. They are happy with the progress children make and feel that children are safe. The open and trusting relationships support a shared approach to meeting the needs of children.

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 the use of staff supervision to provide more sharply focused training and support that relate to identified areas of development, to raise the quality of teaching and interactions to an even higher standard.

Setting details

Unique reference number	EY436179
Local authority	Thurrock
Inspection number	10380911
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	24
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2011 and lives in Stanford-le-Hope, Essex. She operates from Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She works with assistants. The childminder provides government 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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, both indoors and outside, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and 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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