

Childminder report

Inspection date: 20 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 curriculum is broad and varied. The childminder tailors this to children's interests and developmental needs. She rotates toys and introduces new resources that support children to remain engaged and extend their concentration and curiosity. Activities are linked to real-life experiences, such as a recent safari park trip and visit to the beach. This helps children to recall, connect and embed their learning, strengthening their memory and language skills so their play relates to meaningful events. The calm and relaxed atmosphere supports children's emotional security. This helps children to positively interact with peers. The childminder supports children's awareness of emotional literacy and empathy. Children enjoy exploring an emotions board. This encourages them to recognise, label and discuss feelings. As babies become tired, the childminder responds with sensitivity, meeting their individual needs while modelling care and respect for others. Children show an awareness and consideration for others as they keep quiet when babies sleep.

The childminder extends children's learning through problem-solving activities. For example, children explore textures, melting processes and scientific concepts, such as solid and liquid, as they explore dinosaur ice moulds. This encourages children to investigate, think critically and grow in resilience, particularly when they persevere despite challenges. The childminder introduces scientific vocabulary, such as 'freezing', 'solid' and 'liquid'. This helps to enrich children's language development. Children make connections to animals that live in cold climates. This broadens children's knowledge and understanding of the wider world.

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

- Children show exceptional behaviour, consistently demonstrating kindness, respect and inclusion. They are mindful of each other's needs, share resources and value everyone's contributions. This creates a culture of mutual respect and belonging, supporting children's personal, social and emotional development.
- The childminder provides meaningful opportunities for children to explore diversity and individuality, such as comparing belly buttons. The childminder uses these moments to reinforce everyone being unique and special, promoting self-esteem and acceptance. Discussions about children's aspirations further support self-identity, confidence and ambition. As a result, children are secure in expressing their thoughts, opinions and ideas freely.
- The childminder responds positively to children's requests for pencils to support their interest in drawing and early writing. This shows that she values their interests and recognises the importance of emergent literacy. However, children are unable to access these independently. This occasionally interrupts the flow of play and, at times, reduces opportunities for children to make spontaneous choices to be creative and follow their own ideas.

- Parents comment on the trust and confidence they have in the care and education provided. Parents consistently describe the environment as homely, safe and nurturing, with the provider seen as going 'above and beyond' for both children and their families. This strong level of partnership working means children have consistent support between home and the setting, resulting in emotional security and a sense of belonging.
- The childminder provides strong support for children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. The childminder uses effective strategies such as signing and modelling speech to enable children with English as an additional language to develop the skills they need to communicate confidently. Therefore, children settle, build relationships and engage positively with others.
- The use of local community facilities enriches children's experiences by giving them access to learning opportunities that they may not otherwise encounter. Activities such as visiting the lobster hatchery or using the ferry expose children to the natural world, build their curiosity and develop an understanding of life cycles and the environment. These hands-on experiences foster awe and wonder. Events such as sports day strengthen children's sense of community and belonging while building their confidence and resilience.
- The childminder demonstrates a comprehensive approach to safeguarding, health and well-being. By actively promoting good hand hygiene, children develop lifelong healthy habits and take responsibility for their own personal care. The promotion of healthy eating and safer food practices ensures that children receive appropriate nutrition and learn to make positive healthy choices.
- The childminder's commitment to ongoing professional development, including autism training, ensures that practice is up to date and responsive to children's needs. This knowledge facilitates inclusive, tailored support, so children thrive in the 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 the use of available resources to promote children's creativity and enable them to freely express themselves.

Setting details

Unique reference number	202240
Local authority	Essex
Inspection number	10408120
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	4
Number of children on roll	9
Date of previous inspection	27 January 2020

Information about this early years setting

The childminder registered in 1996 and lives in Brightlingsea, Essex. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Laura Paternoster

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about how they support children with SEND and those who speak English as an additional language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector carried out a joint observation during a science activity.
- Parents shared their views of the setting with the inspector.
- 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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