

Childminder report

Inspection date: 16 April 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 experienced and knowledgeable childminder ensures she provides children with a home-from-home, welcoming and child-friendly environment. Children demonstrate they are very confident and comfortable in her care. A dedicated playroom offers children a wide selection of quality resources, that are easily accessible, enabling them to self-select and initiate their own games. The dedicated childminder is committed to providing children with a broad curriculum designed to capture their interests and seasonal themes. A strong focus is placed on children's emotional development, and learning the skills needed to be independent learners, and preparing them for the transition to school. A variety of organised outings outside of the home also enhance children's learning about the wider community and supports their social skills.

The childminder and her staff know the children and their families well. Children have established trusting, close bonds with them. As a result, even the youngest children settle quickly and are keen to investigate the activities on offer. The childminder has high expectations for the children in her care. The childminder, along with her team of staff, are good role models. They are attentive, nurturing and kind. They offer lots of praise and reassurance for children's efforts. They speak with respect to the children and listen to what they have to say. As a result, children understand the expectations and demonstrate good manners and behaviour. They make friendships with others attending and there is a happy atmosphere throughout.

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

- The quality of teaching is good as the childminder has a secure knowledge of how children learn. She carefully observes children's progress and delivers a curriculum that is fun and challenging, based on children's interests, and what they need to learn next.
- The dedicated committed childminder endeavours to provide children with quality care. She continues to improve her already good knowledge and the service she provides through ongoing research and training opportunities. She also positively supports her team in their own professional development. This is because she understands the positive impact this has on outcomes for children.
- Children relish their time outdoors in the garden. Older children chat together as they climb and use the swings. They are thoughtful and considerate of the younger children as they play. Appealing activities outdoors, spark children's curiosity and even very young children show sustained concentration as they scoop and pour coloured rice into pots. Children persevere as they learn the skill of manipulating tongs to select toy chicks and eggs, and carefully place them in nests, supported by attentive staff. Lots of mathematical conversation takes

place around numbers, shape and size as they play.

- Parents comment on the strong relationships they have with the childminder and value her support offered for the whole family. They say the environment has a positive effect on their children's development. They cannot praise the childminder and her team highly enough commenting that it is like a 'second home' for their children who are excited and happy to attend.
- Good links and professional working relationships have been established with other early settings children attend to ensure continuity of care and learning. The childminder provides parents with information, resources and activities to continue and support learning at home.
- Young children are confident speakers. For example, they confidently engage visitors in conversation as they explain the names of the trains they use while building a train track. The childminder models language well and has a clear comprehension of how children develop their conversation skills. However, on occasions, children are not given enough time to respond to questions, think critically and solve problems for themselves.
- Children learn the importance of staying safe and healthy through everyday routines. For example, they know to wash hands before eating and when visiting the bathroom. They are encouraged to drink water to keep hydrated and know the importance of this. They enthusiastically sit ready for lunch, chatting to their friends as they enjoy nutritious, well-balanced meals that are freshly prepared.
- The childminder invests time getting to know the children and tailors settling-in sessions to suit each individual child. She positively welcomes and values parents' input to the children's learning and provides lots of opportunities to share what they know about their children. However, while appropriate and relevant information is gathered when children first attend, opportunities to ensure information provided is updated as necessary, are not in place.

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:

- use effective questioning techniques to challenge and extend children's language, help them to think critically and solve problems independently
- strengthen procedures to ensure information gained from parents regarding children's individual needs, is regularly reviewed.

Setting details

Unique reference number	202898
Local authority	Essex
Inspection number	10232921
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	0 to 11
Total number of places	18
Number of children on roll	31
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 1993 and lives in Writtle, Essex. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder also works from additional premises two afternoons a week, from a nearby scout hall. The childminder works with assistants. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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