

Childminder report

Inspection date:

17 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish with this inspirational childminder. Throughout the day, children are exposed to wondrous learning experiences that engage and excite them. The wonderfully secure attachments with the childminder help children to fully immerse themselves in the available learning opportunities. They show consistently positive attitudes to their play and learning. The childminder has designed a wonderfully ambitious curriculum that promotes a love of learning. She uses her love of the natural world to broaden children's understanding of the world in which they live. As a result, children's progress from their start points is exceptional.

Children behave impeccably. The childminder shares her clear expectations with children routinely. This helps children to be fully aware of how to behave. The childminder recognises when children need additional support to manage feelings and emotions. Children learn how to express emotions through colours. They use this to describe how they feel. Furthermore, children are developing an understanding of how their actions can impact others. This supports their developing awareness of empathy.

The childminder actively promotes independence. She provides extensive opportunities for children to develop self-help skills. For instance, when children go outside the childminder explains the different parts of shoes and describes how to successfully place their feet in socks and shoes. During outings, children complete risk assessments, including safe sun practices and road safety. This teaches children how to manage their personal safety.

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

- The organised planning calendar ensures that children access an extensive amount of information. Children learn about festivals, such as Diwali and Holi, and become aware of how they can protect the planet. For example, children visit the beach and help to collect litter and prevent harm to local wildlife.
- Children learn about a range of living things. They enjoy pond dipping in the childminder's garden. Children make frequent observations to learn how newts and frogs develop from eggs and record the various stages they go through. Children grow plants from seeds and develop an awareness of what they need to grow. They enjoy tasting what they grow, including cucumber and tomatoes.
- Children learn the importance of good manners. The childminder teaches children to say 'excuse me' and helps them to develop patience. For example, children describe how this means waiting for a short time. The childminder provides children with 'safe spaces', where they can express themselves. She recognises the importance of emotional security for successful learning.
- Experiences beyond the setting are extensive. Children visit local nature

reserves, collect natural materials in the woods and explore fire engines at the fire station. Experiences extend children's awareness of their community and the people who live and work there. Children have afternoon tea with older generations and paint with watercolours by the river.

- Children are expert mathematicians. The childminder skilfully weaves mathematical language and concepts through children's play. She plans activities that help children to learn at a pace that helps them remember concepts long term. For example, when learning to count, the childminder starts with how old children are. This helps them to become confident in how to recognise and match quantities using a meaningful number.
- Support for communication and language development is impressive. The childminder teaches children an extensive collection of words, including 'colossal' and 'humongous'. The childminder seeks every opportunity to develop language. For example, when exploring animals, the childminder offers a detailed description of an orangutan and asks the children to guess the animal. Children demonstrate their incredible word wealth as they correctly identify one of the many monkeys they are familiar with.
- Partnerships with parents are excellent. Regular sharing of information and open events fully engage parents in their children's learning. Planning is shared with parents and the childminder encourages their input into future learning experiences. The childminder provides parents with important information, such as the early years foundation stage guidance. This enables them to fully understand how they can support children at home.
- The childminder is inspiring. She is passionate and dedicated to the work she does. Her extensive and ongoing use of evaluation and professional development contribute to the exceptional and expert teaching children receive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	203255
Local authority	Essex
Inspection number	10398889
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	4
Date of previous inspection	13 November 2019

Information about this early years setting

The childminder registered in 1997. She operates from Tuesday to Thursday, from 7.30am to 6pm, all year round, except on bank holidays and family holidays. The childminder provides government funded education for eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- 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.

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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