

Childminder report

Inspection date: 8 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very settled and secure with the childminder who knows them well. They settle in, enjoying breakfast with friends at the start of their day. Children discuss the day ahead with the childminder, who uses routines to structure the day. Children enjoy playing in the large garden where they practice their physical skills. They play games, dig in the sand pit and go on a voyage of discovery bug hunting with the childminder.

The childminder designs her curriculum around children's interests and stage of development. As a result, children are independent in their play and choose what they want to do. Children become shopkeepers in the role-play area. They negotiate sales and show excellent customer service skills saying, 'Hello customer'. They assign roles, telling the childminder to be 'the customer'. Children love nursery rhymes, sing pat-a-cake with their friends, and confidently recall all the words and actions.

The childminder guides and supports children in understanding their behaviour. As a result, children learn how to regulate their emotions and feelings. Children demonstrate patience and kindness, and enjoy playing games with each other. Older children guide and support younger children, helping them to put on coats and shoes. Children team up to play running games in the garden and enjoy competing with each other.

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

- The childminder plans rich and engaging learning experiences for the children. On trips to the park, children use their physical skills to master play equipment. Children build vital social skills by meeting and interacting with other children. They purchase books in the local charity shop and the childminder helps them to learn how they can support those who are less fortunate.
- Teaching encompasses all areas of learning for children. Children enjoy yoga, exploring how their bodies move by stretching and bending. They bow and say, 'Namaste' when they have finished. Children learn about nature and show curiosity by hunting and digging for bugs in the garden. They match the bugs to those in nature books, saying 'I have found it' when successful. Children continue this theme by painting butterflies. They name different colours and discuss the matching patterns. On occasions, the childminder does not consistently support children's thinking skills to encourage them to talk about what they already know or extend their learning.
- Children learn about events such as Diwali and St Patrick's Day. They enjoy sharing these occasions with their friends. The childminder ensures experiences are meaningful to the children in her care. Children say, 'I got a big egg' when

talking about Easter. Children show a strong sense of identity saying, 'I am three' and 'My daddy is gone to work'. They show resilience by repeating tasks until they achieve what they set out to do.

- Transitions are well structured, supporting children to adjust and settle into the setting. The childminder liaises with other that settings children attend. She exchanges information to ensure continuity for the children. Furthermore, she uses her knowledge of the children to help them prepare for school. As a result, children are well adjusted and prepared for the next stage in their learning.
- The childminder updates her training regularly and networks with other childminders and educational advisors. She has recently attended training, including paediatric first aid and safeguarding. Furthermore, the childminder completes online courses to enhance her teaching skills further.
- Children demonstrate excellent behaviour and independent skills. They understand the importance of hygiene, washing their hands before meals. They describe what they are eating saying, 'I am eating porridge' and know why they need to sit when eating. Children help and support each other, sharing toy and games. 'It is your turn' they say when turning pages in books.
- Parents speak highly about the childminder and say children make good progress in her care. They value daily updates and information about their children's development and learning. Parents particularly appreciate the range of enriching experiences their children have. They enjoy seeing their children learning about the lives of others. However, the childminder does not consistently share opportunities for parents to guide their children's learning at home.

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:

- find ways to extend children's thinking skills to encourage them to talk about what they already know and extend their learning
- strengthen partnership working with parents to enable a shared approach that encourages all parents to be part of their child's learning.

Setting details

Unique reference number	2697337
Local authority	Essex
Inspection number	10388318
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	Not applicable

Information about this early years setting

The childminder was registered in 2023 and lives in Chelmsford, Essex. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- The childminder showed the inspector her premises and how it is safe and secure for the children.
- The inspector spent time observing the quality of education and teaching.
- The inspector spoke to and read feedback from parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, with the inspector.
- The inspector carried out an observation of an activity with the childminder.
- The childminder discussed the intent and organisation of her curriculum 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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