

Childminder report

Inspection date: 6 February 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

The childminder puts children at the centre of everything she does. Children swiftly make secure and caring bonds with her, through shared activities and experiences such as reading together. The childminder provides real-life experiences. Regular visits to the local care home and trips to the zoo are captivating for children. It reinforces their sense of community and promotes their care for others. The childminder promotes healthy lifestyles by encouraging lots of outdoor play and supporting health eating habits. Children learn to negotiate space when riding on the balance bikes. They enthusiastically use tweezers to pick up pom-poms and place in different containers. These intricate muscle movements help them with later writing skills.

The childminder creates a stimulating and welcoming environment that sparks children's curiosity. She encourages children to make informed decisions about what they would like to explore next. For example, outdoors, after children have washed their wellies under the tap, they adventurously decide to jump and down and splash in the puddles. Children are extremely confident and accomplished in attending to their self-care needs. When coming indoors, children begin to take off their own wet weather suits and instigate washing their hands. The childminder provides them with specific and meaningful praise which encourages these behaviours to be repeated.

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

- The childminder is extremely knowledgeable and has a robust understanding of children's development. She completes regular observations to track their progress and shares these regularly with parents. She identifies next steps in children's learning and plans unique activities around their specific interests, to help children achieve these. The childminder consistently role models activities exceptionally well. However, sometimes she does not fully consider the resources she provides during adult-led activities, to ensure all children can consistently achieve their intended learning outcomes.
- The childminder helps children to regulate their feelings exceptionally well. She supports children to take turns while looking at lift-the-flap books. Because of this, children are learning to share and develop empathy. This is evident when children accidentally bump heads. They immediately apologise and sensitively check their peers are not hurt.
- The childminder offers a bespoke settling-in process to ensure all children feel comfortable from the start. As a result, children show high levels of confidence and self-esteem. They greet visitors politely, and proudly show them what they love to do, such as dressing up as a doctor or a firefighter.
- Children are inquisitive learners and thrive as the childminder supports them to

learn through their senses and by trial and error. The childminder models crushing mint leaves with dinosaur figurines. Children who love dinosaurs copy this and joyfully stomp the dinosaurs through the leaves. Because the childminder introduces words such as 'minty fresh', children develop their knowledge of natural scents and extend their descriptive vocabulary.

- The childminder's own speaking and the way she reads to children excites and engages children to develop their own language and vocabulary well. She responds attentively and consistently to toddlers, repeating words back to them, to help them say their first words. The childminder asks meaningful questions during their play and provides enough time for them to answer. As result, all children make excellent progress in their speech and language development.
- Children enjoy calm and sociable mealtimes. They establish very good hygiene routines, such as washing their hands independently and thoroughly. Children's manners are exemplary. They often say, 'excuse me' and wait their turn to pour their own cup of water. Children cut up their fruit and learn how to hold the knife safely with guidance from the childminder. Her attentiveness and genuine encouragement empowers children to keep trying and they become increasingly independent in managing their personal needs.
- The childminder values her professional development. She attends training that will make a difference to the families and children she cares for. She uses the information and new skills in her practice. Parents are extremely happy with the service the childminder provides. The childminder and parents work closely together to support children's learning such as sharing the progress check for children aged two years.

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:

- consider further the effectiveness of resources provided in adult-led activities to consistently help children build on what they already know and can do.

Setting details

Unique reference number	2698463
Local authority	Essex
Inspection number	10372223
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder accepts funding for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outdoor environments are safe and suitable.
- The inspector read comments from parents to gather their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard 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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