

Childminder report

Inspection date: 17 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

Children thrive in this well-organised and nurturing setting. The childminder demonstrates high-quality teaching and care, providing a safe and engaging environment that supports children's development in all areas of their learning. She ensures that the curriculum is ambitious and sequenced, with a focus on developing independence, resilience, and emotional well-being in children, preparing them for the next stages of their education. For example, children build strength in their hands as they manipulate coloured dough. They learn to use tools and enjoy pressing gems and stones into the dough. The childminder encourages children to think critically to solve problems. For instance, when a toy storage box becomes stuck, she prompts the children to consider how they can free it, rather than intervening immediately, promoting essential thinking skills. Children receive praise and encouragement when they succeed, helping to build their confidence and self-esteem.

The childminder acts as a positive role model, consistently promoting good manners and social expectations. She swiftly and calmly intervenes when challenges arise, helping children understand the impact of their actions on others. She provides clear instructions and praise when children follow expectations, reinforcing positive behaviours and supporting them in developing effective self-regulation skills. This helps children to form positive relationships with their peers and play alongside each other well.

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

- The childminder has robust settling-in processes to ensure a smooth transition for new children. She conducts home visits to learn about the family and start building relationships with the children. She gathers important information about each child, and uses this to understand what children can do and what they need to learn next. This helps the childminder tailor her approach to meet each child's individual needs.
- Children's language skills are well supported. The childminder models correct pronunciation and reinforces new vocabulary, putting two words together. She encourages children to identify the colours and names of animals in a book, such as 'yellow duck', promoting their speech development. Playful interactions, encouraging babies to imitate a monkey sound, result in them giggling and attempting to mimic the noise. The childminder asks questions to children to help extend their vocabulary. However, she does not always allow enough time for children to process and respond to these questions, which sometimes limits children's opportunity to build on their speaking skills.
- The childminder offers a wide range of trips and outings to expand children's learning beyond the setting. Trips to the library allow children to find books

related to their current topics, while visits to local parks and litter-picking activities introduce children to their local community.

- The childminder skilfully weaves mathematical language during children's play and routines. For example, as children cut up banana for their snack, the childminder compares the size of banana pieces, noting some are 'big' and some are 'small'. They count their hands while washing them, helping children to develop early numeracy skills in a meaningful context.
- Children are actively encouraged to take responsibility for their belongings with a designated space for their bags and coats, labelled with their name and picture. The childminder supports children in managing self-care routines, such as removing their shoes and putting on slippers, providing patient guidance to help them develop independence. She continues to promote their independence by encouraging children to wipe their noses, wash their hands and take responsibility for tidying up after meals and activities.
- The childminder demonstrates commendable commitment to ensuring she keeps her knowledge of how to safeguard children up to date. Strong links with the local authority ensures she stays up to date with new information and potential risks. The childminder has completed a range of professional development to broaden her knowledge, including bespoke training in communication and language, to help children bridge gaps in their development.
- Parent relationships is a priority for the childminder. She keeps parents informed of their children's learning and development and supports them in continuing their children's learning at home, providing resources such as rhyme cards from the library. Parents speak highly of the childminder, praising the childminder's warmth, professionalism, and dedication to providing high-quality care.

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:

- allow enough time for children to process and respond to questions to help them build even further on their communication and language skills.

Setting details

Unique reference number	2699052
Local authority	Essex
Inspection number	10368677
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 8
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 2022 and lives in Harlow. She operates all year round from 7.30am to 5.00pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and provides government funded early education for all eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- 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 of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation such as evidence of the suitability of the childminder and a selection of other records.

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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