

Childminder report

Inspection date: 12 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

The childminder and co-childminders that she works with have created a fun and vibrant environment, where children are happy and content. Children show kindness and empathy to their friends. The childminder is consistent in her approach to supporting children to understand a range of feelings and emotions. Children consider how their actions make others feel and manage their own feelings and emotions, such as when children accidentally bump into each other.

Children are developing essential social skills. For example they learn how to share toys with their friends. Gentle reminders from the childminder help children to develop patience and know that everyone can have a turn. This supports children to start to manage conflict by themselves. Children show positive attitudes to their learning. The childminder has designed spaces that provide children with many opportunities to become curious explorers.

The childminder is clear about what she wants children to learn during their time with her. She has considered the skills and knowledge children need for the next stage of their education. She understands how to use new experiences to stretch and challenge children's curiosity and thinking. As a result, children engage in rich learning opportunities that help to develop their knowledge and skills.

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

- Children are highly curious. They explore the well-planned environment with eagerness and wonder. For instance, they use water from melted ice to paint marks on the ground. Younger children show intense fascination in the properties of ice, transporting and exploring it for prolonged periods of time.
- Children are supported to make progress against the curriculum intent. They show confidence and independence and are highly curious in their play. Children show good use of their growing vocabulary and use it with growing confidence to engage in conversation with adults and peers.
- Positive interactions with adults promote children's confidence. Children respond well to instructions and show familiarity with the daily routines. For example when they return from a walk, children remove their jackets and wash their hands for snacks. They share their experience with the inspector and describe what they have been doing.
- Children are developing good use of manners. They are supported to say please and thank you by the childminder. Older children support their younger friends with tasks, such as opening packets or peeling fruit.
- The childminder plans exciting learning experiences that broaden children's knowledge of the wider world. For example, they visit a local wildlife park and discover flamingos. The childminder imaginatively extends this learning back at

home. Children confidently discuss the food flamingos eat and describe how they stand on one leg. They search for toy flamingos that have been frozen in ice. Children work together to free them, using a range of techniques. Although teaching is generally good, on occasion, it does not allow children the flexibility to explore their emerging interests and fascinations. This can stifle their curiosity and enquiries.

- Mathematical skills for children are developing well. Children count as they water the six tomato plants they are growing. They develop skills in capacity and volume as they fill buckets and jugs. Children correctly identify objects that float or sink. They remember that things that float stay on the top of the water and things that sink fall to the bottom.
- Children engage in lively singing sessions. They choose their favourite songs from stones painted to depict different ones. Staff introduce a range of instruments and children learn about beats and rhythm as they play.
- Parents speak highly of the childminder. They appreciate the experiences children have during their time with her, and the progress they make. They commend the childminder's commitment to developing children's positive behaviour, and the regular routines that children follow.
- The childminder uses assessment to monitor the progress children make. This is used to identify any gaps that may be appearing and target support effectively. The progress check at age two is shared with parents, supporting partnership working and involving parents in their children's learning.

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:

- support staff to recognise children's unique interests and fascinations, and to flexibly adapt teaching to support children's spontaneous enquiries during their play.

Setting details

Unique reference number	2705118
Local authority	Thurrock
Inspection number	10388250
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	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates all year round from 7am to 5.45pm, Monday to Friday, except for family holidays. The childminder works with a co-childminder. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder, her staff and children, including a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The childminder shared a sample of documentation with the inspector to demonstrate the suitability of all those who have contact with 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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