

Childminder report

Inspection date: 27 March 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 extremely happy and confident to leave their parents on arrival at the setting. The childminder builds strong, trusting bonds with the children who show a real sense of belonging. Children point to their bags on personalised pegs and enjoy looking at family pictures in a book. The childminder knows the children well. She plans meaningful learning experiences for them based on their interests. Children use their physical skills to confidently balance on wooden logs and they transport resources around the garden. They enjoy mixing water with sand and describe the different textures.

The childminder implements a strong curriculum and knows what she wants children to learn. Children are very independent in their play and enjoy doing things for themselves. They learn to wash their hands, brush their teeth and eat independently. Children are guided to use their words and gestures to communicate. They talk to 'mummy' and 'daddy' on toy phones and say, 'They are at work' when questioned. Children enjoy role play, pretending to feed baby dolls and iron items in the home corner. Children develop a love of books, reading their favourite stories in the cosy corner.

Children's behaviour is excellent. The childminder is sensitive and responsive to their needs. She supports children to understand their emotions and uses praise and encouragement to build their confidence. As a result, children cooperate and share. They patiently wait their turn at snack time and enjoy this social occasion with their friends. They excitedly show their strawberries and say, 'Oh dear' when they slip and drop to the floor.

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

- Teaching is good. The childminder is passionate about children having real-life experiences. Visits to a local care home provide children with rich learning experiences. They work together with the older generation making crafts and building positive relationships with them. Children develop a curious interest in books on trips to the library.
- The childminder provides children with an abundance of age-appropriate activities and experiences. Children's natural curiosity to learn is ignited when they seek out their favourite experiences. For example, children explore farm animals and build enclosures for them with wooden blocks. However, at times, the childminder misses opportunities to extend children's thinking and language skills further during their play.
- Babies and children master their physical skills in the garden and on trips to the local park. They build resilience by climbing the steps of slides and walking over bridges. Children become painters using water and brushes to paint the fence

and pathway. They use jugs to pour water into the guttering and are in awe as it flows down the tubes.

- Children celebrate special events in their lives such as birthdays and Christmas. Additionally, they learn about diversity and different cultural events such as Diwali and Chinese New Year. The childminder uses effective techniques to support children's behaviour. Children are guided to share, take turns and learn to tidy away before lunchtime.
- Transitions into the setting are well organised. The childminder is sensitive to each family's particular needs. She ensures children have enough time to settle in with her before being left. As a result, children develop trusting bonds and are happy and secure in the setting.
- The childminder is passionate about her professional development. She leads local network groups to share experiences and meet with other settings. The childminder attends training including paediatric first aid and safeguarding. Additionally, she seeks further training to enhance her professional development and teaching skills.
- Children have good language skills. They use words to describe and identify things, for example, 'I have a yellow cup' and 'I am eating cucumber'. They remember songs and joyfully sing the alphabet song in the garden. Younger children use body language to communicate their needs such as pointing and waving. They copy the childminder's words and repeat them back to her.
- Parents are very confident and happy with the childminder. They have daily updates about their children and their experiences. They value the wide range of experiences their children have with the childminder. Parents feel reassured, especially when they are nervous about leaving their children for the first time. The childminder shares learning activity bags with parents. This helps parents to understand how to teach their children 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:

- enhance current teaching skills to further support children's thinking, communication and language skills.

Setting details

Unique reference number	2709086
Local authority	Essex
Inspection number	10376338
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022 and lives in Colchester, Essex. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

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

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025