

# Childminder report

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Inspection date: 13 June 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children are happy and confident. They seek out the childminder and any assistants that she works with when they need help or want to know something. Children play well together. They share the magnet blocks and help their friends to fix them together. Any low-level disputes are quickly managed and do not disrupt children's learning. The childminder acts as a positive role model. She consistently praises children for being kind, showing good manners and being considerate of others. Children are supported to develop good manners, kindness and empathy. The childminder consistently reminds children of her expectations and praises children for their positive interactions.

The childminder helps children to learn about a range of feelings and emotions. As they arrive, they share how they feel with the childminder. They confidently point out the emotion on the board. This helps them to self-regulate behaviour during challenging times. The childminder has thought about the important skills and knowledge children need for the future. She has ensured that the prime areas are the foundations of her teaching. Children enjoy a range of learning experiences that develop and extend their understanding of the wider world.

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

- Children enjoy favourite stories. The childminder effectively uses puppets to engage children. Children ask questions and offer ideas about what might happen next. This helps them to extend their vocabulary. They are developing very good use of the English language, particularly children who speak English as an additional language.
- Children are learning about their environment. They grow tomatoes and cucumbers and discuss the weather with the childminder. They learn how things work as they explore damp sand and chase bubbles around the garden. Children show confidence in mathematical concepts. They recognise numerals and understand quantity. They name a range of shapes and correctly identify colours.
- Children's physical skills are developing well. They use scissors with growing skill and use a range of drawing materials to make marks. Outside, children use wheeled toys with confidence and crawl through tunnels. The childminder engages children in a range of lively songs and rhymes. Children enthusiastically sing along and follow actions to heads, shoulders, knees, and toes.
- Children learn about similarities and differences. They explore hair and eye colour and discuss their families. This helps them to develop mutual respect for others. The childminder helps to build children's confidence. When they struggle with activities and tasks, she offers encouragement and tells them, 'I am sure you can, let's try together.' This helps develop resilience and perseverance and a

'can-do' attitude.

- The childminder extends children's experiences beyond the home. Children visit the park, library and soft-play centre. They learn about road safety during outings. The childminder helps children to manage their own safety through appropriate risk and challenge, such as climbing steps and riding wheeled toys.
- The childminder plans activities that build on what children already know and can do. She considers their interests and learning styles. Children enjoy a range of interesting experiences that have a clear learning intent, such as making silhouettes with flour. However, the childminder does not always explain to children what she wants them to learn. This means that the impact of the planned teaching is not always effective in extending children's knowledge.
- Relationships with parents are positive. Parents feel involved in their children's learning. They say that children are safe and well cared for. They are happy with the progress children make with the childminder. Open communication means that children receive the best care and education.
- The childminder is able to evaluate the quality of teaching and recognise areas of strength and weakness. She uses observation regularly to feed back to her staff about their practice. However, identified areas for development for both the childminder and her staff are limited. This means that any identified gaps in knowledge and skills are not always addressed.

## 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:**

- include clear explanations for children about what they will be learning during activities to provide them with the best opportunities to engage successfully in the intended learning
- implement a programme of training to support continuous professional development to consistently raise the quality of teaching.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2715898                                                                           |
| <b>Local authority</b>                             | Essex                                                                             |
| <b>Inspection number</b>                           | 10388512                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder also provides overnight care on occasion. She works with an assistant. The childminder has an appropriate early years qualification at level 2. She provides funded early education for all eligible children.

## Information about this inspection

### Inspector

Clare Ford

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder, her staff and children.
- Parents shared their views of the setting and the inspector took these into account.

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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