

Childminder report

Inspection date:

8 September 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 warmly welcomed into the setting and greeted individually by the childminder. She takes time to gather important information from parents on arrival, ensuring that children's needs are fully understood and met. As a result, children transition smoothly and demonstrate secure attachments with the childminder, showing that they feel safe and settled in her care.

The childminder skilfully threads opportunities to explore the natural world throughout the curriculum. Children enjoy walks around the farm the setting is based on, visiting the duck pond and investigating natural materials such as sticks, leaves and wild fruit. Children enjoy counting the ducks they can see and are encouraged to sing 'Five Little Ducks', helping to build on their understanding of numbers. Children show delight in caring for the setting's pet rabbits, learning about the animals' needs and safety rules when handling them. They recall knowledge confidently, such as what rabbits eat, and show curiosity when observing the animals' behaviour.

Children enjoy a range of activities in the local community. The childminder organises the children's involvement in local carnivals, where they create themed crafts, dress up and take part in a float parade. These experiences build children's confidence and sense of belonging while enhancing their understanding of the world around them.

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

- Children attend a series of settling-in sessions, which support a smooth transition into the setting. Babies show clear attachment as they seek comfort and snuggle into the childminder for reassurance. The childminder ensures that her interactions are warm and nurturing. She sensitively engages with children through play to involve less confident children and encourage their participation. This enables children to build confidence and develop positive relationships with others.
- The childminder knows the children well and talks confidently about their likes and interests. Next steps are clearly identified to help children progress with their learning and development. The childminder provides a range of activities that promote positive engagement for most children. For example, children enjoy role play in the kitchen. However, sometimes, the curriculum does not always support every child's unique learning needs, which affects their ability to become deeply engrossed in play.
- Independence is consistently promoted. The childminder encourages children to wash their hands before eating, supporting them to access soap and develop their understanding of hygiene routines. Older children are familiar with routines,

confidently sitting at the table for mealtimes and competently feeding themselves using cutlery. The childminder uses these opportunities to reinforce manners, encourage turn-taking and extend children's vocabulary. For example, through discussions, they talk about food textures, such as the breadsticks being 'crunchy'.

- Children thoroughly enjoy musical sessions. The childminder provides children with a range of musical instruments, including drums, xylophones and shakers. Babies explore sounds with curiosity, while older children are taught how to use instruments with care and create different sounds. The childminder uses visual prompt cards to support singing and recall of familiar rhymes, encouraging all children to join in.
- Parents highlight the positive impact the childminder has had on their children's development, noting improvements in confidence, kindness and independence in their children. They receive daily handovers and regular updates and are encouraged to share their own observations of developmental milestones or experiences from home. The childminder provides families with ideas, books and resources to extend learning beyond the setting.
- Children demonstrate a strong enjoyment of books. They independently select from an accessible reading area and listen attentively as the childminder reads with expression. She skilfully asks questions, helping children to understand stories and develop their vocabulary. Children confidently recall familiar phrases and share their own ideas about the pictures, supporting their communication skills.
- The childminder works closely with staff at the setting. They work well as a team and continuously reflect on routines and practice to ensure that they meet the needs of children. The childminder ensures that all her mandatory training is up to date. However, she has not yet undertaken additional professional development to extend her knowledge further and strengthen her teaching to benefit children.

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:

- develop the curriculum to support every child's unique learning needs to promote better engagement
- continue to develop professional knowledge and practice through targeted training to strengthen teaching and learning further to benefit children.

Setting details

Unique reference number	2724278
Local authority	Essex
Inspection number	10399879
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	0 to 9
Total number of places	6
Number of children on roll	30
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works in Little Walden, Essex. She operates from Monday to Thursday, from 8am to 6pm, all year round, apart from personal holidays, and works with one other childminder and two assistants. The childminder holds an appropriate qualification at level 3 and provides funded early education for eligible children.

Information about this inspection

Inspector
Emily Woodhead

Inspection activities

- The childminder and the 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 is having on the children's learning.
- The inspector carried out a joint observation of an outdoor activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of other records.
- The inspector took account of written views from parents.

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