

Childminder report

Inspection date:

16 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 very happy, settled and confident in the childminder's well-organised home. They play in a cosy, home-from-home, nurturing environment and make good progress in their learning. The childminder plans a varied curriculum that supports children interests and child-led play. Children are eager to investigate their environment and show good levels of concentration as they explore activities and resources available to them. Children develop the key skills to help prepare them for successful future learning, including when they transition to school. For example, even very young children make good attempts to communicate their needs. They are self-assured and show increasing levels of confidence and independence. Young children independently manage their personal needs, such as using the bathroom, and know to wash hands after without prompting.

The childminder ensures individual settling-in sessions meet the child's needs. She invests time in getting to know the child and their family before they attend. The childminder helps children to settle, they leave their parents with ease. Children form close and trusting bonds with the childminder and have made friends with others attending. They understand the childminders high expectations and consistent approach to behaviour management. Children receive lots of praise and reassurance for their efforts and their behaviour is very good.

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

- The childminder has a secure understanding of how to support children's development across all areas of learning. She plans inclusive activities that capture the children's interests. For example, children show sustained concentration as they use tweezers to select pom-poms from trays of oats. While younger children scoop and fill pots. They make ice cream and engage the childminder in their games.
- There are many opportunities to learn simple mathematical concepts through activities provided. The childminder encourages children to describe shapes, recognise numbers in order and compare size. Children thoroughly enjoy spontaneous singing. They learn simple subtraction through familiar number songs. Children make good progress in their mathematical development.
- The childminder engages children in meaningful conversation during activities. However, on some occasions, the childminder asks questions but does not always provide children with time to respond. Occasionally, she is quick to help or suggest what to do. For example, when opening packaging, or how to resolve conflict. At these times, children's thinking and problem-solving skills are not supported as effectively.
- The childminder ensures that children's emotional well-being is given priority. Children settle quickly and are confident to communicate their needs. The

childminder encourages children to talk about how they feel. She provides a range of resources, which support their emotions, such as books, and introduces new words to help them to express how they feel.

- The childminder enhances the curriculum as she plans outings outside of the home to enrich children's experiences. They learn social skills as they socialise with others at toddler groups. They enjoy visits to the library, beach and zoo. Children learn about the local community and the wider world in which they live.
- The childminder talks knowledgeably of children's preferred way of learning and the children who prefer outdoor activities. Children excitedly prepare and enjoy time in the garden. They use balls with skill as they throw and catch. Children enjoy the space to run around. However, the childminder does not always give the same consideration to the outdoor environment when planning activities. Therefore, children who prefer to learn outdoors do not always have the same opportunities to learn in their preferred environment.
- Partnerships with parents are strong because the childminder has a positive and welcoming approach to families from the start. She consistently supports parents and provides ideas of how to continue children's learning at home. Parents say their children are making very good progress, are happy and excited to attend. They comment that they feel completely reassured their children are comfortable and safe in the nurturing childminder's care.
- The childminder is ambitious and committed to developing her knowledge and skills. She purposefully seeks training to help her to support the children in her care and improve outcomes. She reflects on professional training she has completed and shares any new and relevant information with the parents.

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:

- strengthen questioning techniques to help children to think critically and solve problems independently
- plan more effectively for the outdoor environment to provide children with the same rich experiences for learning as those inside.

Setting details

Unique reference number	2726973
Local authority	Essex
Inspection number	10416418
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 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Colchester, Essex. She operates during term time, Monday to Thursday, from 8am until 6pm. She provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents through reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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