

Childminder report

Inspection date: 4 August 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 arrive at the setting happily and separate confidently from their parents. Transitions into the childminder's home are smooth, reflecting secure attachments and effective routines. The childminder has created a dedicated playroom that is thoughtfully resourced with a wide range of age-appropriate learning opportunities, enabling children to explore freely and engage in purposeful play. Children benefit from a nurturing and respectful atmosphere where positive behaviour is promoted consistently. The childminder supports children well in learning to share and take turns. Children are encouraged to use polite language, such as 'please' and 'thank you', promoting respectful and considerate behaviour.

The childminder provides a learning environment that supports children's learning. Children explore colour through hands-on experiences such as using tongs to sort fluffy pompoms into coloured bowls. The childminder enhances the learning experience by asking questions, prompting children to name and describe the colours they see. Younger children demonstrate a good awareness of colour, confidently naming colours during play. The childminder skilfully extends children's learning as she provides a coloured water activity, with pipettes, jugs and pots. Older children become engrossed as they mix colours together to make new colours, while younger children become absorbed in scooping and pouring, helping them to build strength in their fingers.

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

- The childminder demonstrates a strong understanding of each child's development, needs, and interests. She knows what children can do and what they need to learn next, and she uses this knowledge to plan meaningful next steps for their learning. The childminder designs a curriculum that is flexible and responsive, allowing her to adapt learning in the moment to maintain high levels of engagement.
- Children enjoy well-planned outdoor play experiences in a stimulating garden that includes a vegetable patch, large play equipment and opportunities for learning through nature. They are excited to discover a giant yellow courgette they have grown, and the childminder nurtures their curiosity by explaining how they can use the vegetables in cooking activities. Children also learn to care for the guinea pigs in the garden, taking turns to fill their feed and understanding the importance of being quiet and calm around them. These experiences make learning meaningful and closely connected to real life.
- Books are freely accessible and well used. Children independently choose stories and snuggle up with the childminder, showing high levels of engagement. The childminder reads expressively and supports children's language development by encouraging them to repeat new vocabulary and talk about the illustrations. This

supports early literacy and helps foster a love of reading.

- Children are developing self-care skills appropriate to their stage of development. Older children use the toilet independently and confidently select their own hand towels. Younger children are supported in potty training and achievements are celebrated through praise and rewards, such as stickers, which boost confidence and reinforce success. They use child-safe knives to cut their own snack of homemade banana cake and pour their own milk, encouraging further independence.
- The childminder has established positive relationships with reception teachers at the local school and receives updates about what the children are learning. However, she has not yet developed effective partnerships with professionals from other early years settings that children also attend. This limits opportunities for regular information sharing to support continuity and consistency in children's learning and development.
- The childminder has established strong and trusting partnerships with parents, who speak highly of the care and support she provides. Parents comment positively on how well their children settle into the setting and appreciate the childminder's accommodating approach in meeting individual needs, including allergies and dietary preferences such as vegetarian diets. The childminder encourages home learning such as sending sticker books to support children's understanding of emotional development.
- The childminder reflects on her practice regularly. She seeks feedback from parents to inform her provision and listens carefully to the children's voices. The childminder ensures that all mandatory training is kept up to date. However, she has not yet accessed further training to enhance the quality of education and further strengthen her teaching.

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 more robust strategies for sharing information about children's learning and development with other settings they attend, to promote a more holistic approach to support children's progress
- explore opportunities for professional development to continually enhance practice and support continuous improvement.

Setting details

Unique reference number	2729315
Local authority	Essex
Inspection number	10398414
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Newport, Essex. She operates Monday to Friday from 9am to 6pm, all year round, apart from personal holidays. 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 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 was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation such as evidence of the suitability of the childminder and a selection of other records.

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