

Childminder report

Inspection date: 31 July 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

The childminder greets children and their families warmly at the start of each day. Children show fondness towards the childminder and they use her name to ask her questions or tell her things that are important to them. The childminder shows patience and listens attentively to what children have to say. She comforts them and offers them a cuddle when they need a little reassurance. This ensures children feel safe and valued in this inclusive and nurturing home-from-home environment. The childminder knows the children well and when children find it difficult to share popular toys, she consistently responds appropriately, talking through their thoughts and feelings. Consequently, children are learning to solve peer conflicts for themselves.

The childminder gives children real-world experiences that spark curiosity and a zest for learning. For example, they visit libraries, farms, the beach and trips to soft play areas. In addition, the childminder builds deep, meaningful learning activities and experiences in the setting that complement and broaden children's knowledge and understanding of the wider world. For example, children learn about the importance of recycling for the planet. The childminder has recycling bins at her home and children learn to understand what these are used for, through fun matching and sorting games.

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

- Children have the freedom to access a large variety of interesting and stimulating resources, both indoors and outdoors. This means children are consistently busy, active and happy learners. The childminder is reflective on her teaching. For instance, building on children's interests in water play, she adds some connecting tubes to their game. As a result, children develop their problem-solving skills and extend their knowledge of shape and size as they work out, they need a thinner end and a thicker end to connect pipes together successfully.
- The childminder uses regular and robust assessments of children's progress to plan purposeful and fun activities, to support children's next steps in learning. For example, as part of the summer theme, children delight in creating a sandcastle picture. Children become confident, creative learners as they learn to use scissors for the first time, with the right level of support from the childminder. However, at times the childminder does not identify when children need more challenge to extend their learning further, particularly younger children or those who require extra support.
- Overall, teaching is very good, and the childminder's interactions are purposeful. For example, she helps children consolidate their understanding of prepositions when introducing language, such as 'on top' and 'next to', during a pizza role-

play activity. She consistently gives children time to answer questions, which supports their speech and language development.

- The childminder provides games that require taking turns. These games and good role modelling from the childminder mean children are learning to accept the needs of others and build close friendships with their peers. When children only pick a few raspberries to ensure there is enough left for their peers, the childminder praises their kind actions. This strengthens their self-esteem and reinforces the positive behaviours expected of them.
- Children learn to follow instructions and develop good concentration skills in preparation for school. For example, the childminder uses tidy-up routines to give clear instructions, which support the development of children's language and understanding effectively.
- Children develop good independence and self-care skills. They wash hands independently before eating and after visiting the toilet. They discuss healthy foods at snack times and enjoy daily outdoor physical activity which supports their emotional well-being.
- The childminder focuses on supporting children's literacy skills by linking planned activities to familiar stories. These opportunities help to further develop children's early literacy and love for books and writing for purpose.
- The childminder completes additional training to update her knowledge and skills. Parents appreciate the shared approach to supporting their children's learning. For example, the childminder shares children's next steps with parents to support their learning at home. Parents report excellent daily, face-to-face and online communication and are highly complimentary about the service the childminder provides.

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:

- build on the already good teaching to consistently challenge and extend children's learning, allowing all children to benefit from the learning opportunities provided.

Setting details

Unique reference number	2732327
Local authority	Essex
Inspection number	10399533
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Clacton-On-Sea, Essex. She operates all year round from 7.45 to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning. The childminder discussed with the inspector how they ensure both indoors and outside environments are safe and suitable.
- The inspector spoke with parents and also read written testimonies from parents to understand their views on the childcare setting.
- The inspector discussed with the childminder how she will implement the curriculum and support all children to make progress, including how the childminder intends to plan, observe and assess children in their care.
- 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 with the childminder and took account of her reflections.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children.

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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