

Childminder report

Inspection date: 15 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

Children are happy and content during their time with this kind and caring childminder. Children politely say 'hello' to visitors, which shows how children feel secure and relaxed in this home-from-home setting. The childminder provides a bespoke settling-in process to ensure that all children feel comfortable from the start. Children's family photos are displayed on the walls and in books children can access. This fosters a sense of belonging and encourages children to discuss the people in the photos and to talk about their families. As a result, children build their knowledge and understanding of differences and similarities in families.

Children benefit from time spent in the local community, such as visits to the local library, playgroups, strawberry picking site and forest school. They meet new people, practise important social interactions and develop a love of learning through fun and exciting visits.

The childminder plans her curriculum to give children the opportunity to be independent. For example, at snack time, the childminder uses hand-over-hand guidance to demonstrate how to cut strawberries safely with a knife. As a result, children are becoming increasingly self-sufficient in their cutting skills. The childminder says 'good job' as they continue persevering. This bolsters their belief in their capabilities and encourages positive attitudes towards further independent learning. The childminder consistently reinforces clear behavioural expectations in an age-appropriate way, such as reminding children to use 'walking feet' indoors.

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

- The childminder undertakes regular training and introduces new ideas, such as providing loose parts to support children's understanding of mathematics and quantities. She evaluates her practice to continually improve outcomes for children.
- The childminder carefully plans activities and experiences that are tailored to extend and build on individual children's next steps in learning. For example, children develop strength in their hands and fingers as they squeeze and manipulate the clay they use to make a bug house. This contributes to developing their fine motor skills to further support their dressing skills, such as undoing zips, buttons and sticky fastenings, alongside preparation for early writing.
- Indoor and outdoor environments are safe and stimulating. The rich and varied range of resources reflects children's individual interests. Consequently, children show high levels of engagement and enjoyment in their play. However, sometimes, when spontaneous learning opportunities arise, the childminder does not always make the most of these moments to extend and challenge children's

learning to the optimum.

- The childminder takes photos of children making faces such as 'sad' and 'happy' and turns the photos into a book. Children begin to recognise and name their own emotions when looking at the pictures and talking about how they are feeling.
- Children play cooperatively and learn to share and take turns through good modelling from the childminder. When children ask their peer if they are okay when they fall over, the childminder praises them for showing empathy and kindness towards others. This reinforces children's understanding of kind and compassionate behaviours.
- The childminder promotes children's speech and language in playful ways. While the childminder reads to children, they delight in repeating recurring, rhyming phrases such as 'a squash and a squeeze'. This enhances children's speech and language development as they begin to retell familiar stories.
- Mealtimes are a delightful social occasion. Children demonstrate excellent hygiene routines, such as washing their hands independently before eating, and wiping down and laying the table with their named place mats. They practise opening food packets themselves, which increases independence for when they progress to school.
- Parents applaud the daily communications they receive about their child's day and developmental milestones. The childminder regularly shares her robust assessments of children's progress with parents. This effective communication helps parents to continue children's learning at home.
- Robust and ongoing assessments of children's progress ensure that any gaps in children's learning and development are identified swiftly. The childminder works in close partnership with parents and other professionals, such as speech and language therapists and health visitors, to support children's development effectively.

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 already good teaching to further challenge children's learning priorities, including using spontaneous opportunities to help them achieve their next stage of learning.

Setting details

Unique reference number	2732548
Local authority	Essex
Inspection number	10399416
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. She operates on Monday from 9am to 3pm, and from Tuesday to Thursday from 7.30am to 5pm, all year round, 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 she ensures that both the indoor and outdoor 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 implements the curriculum and supports all children to make progress, including how the childminder plans, observes and assesses children in her care.
- 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 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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