

Childminder report

Inspection date:

5 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 demonstrate that they are happy and content at this homely setting. The childminder promotes children's well-being effectively. She knows children incredibly well and provides the most appropriate support for them. For example, she gives children space and time to settle when they arrive before attempting to engage them in learning. Children have access to a calm corner and are helped to understand and manage their emotions. They are supported to become independent, for example by helping with undressing during nappy changes. The childminder encourages children to keep trying when they find some tasks tricky.

Children enjoy a wide range of experiences that support their learning and development. Daily routines are used well to build children's confidence. For example, children register themselves at the childminders by adding their photo to a board. This helps to develop a sense of belonging. Songs, high-fives and positive praise help to create a sense of fun and belonging. Children help tidy up with little prompting. They listen to a 'tidy-up' song as they busily return toys to where they belong. Children are encouraged to share, take turns and solve small conflicts together. The childminder helps children to develop these skills through appropriate discussions and by acting as a positive role model. This helps children develop important social skills.

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

- The childminder has a clear understanding of what she wants children to learn and how she supports their development. She uses topics to give structure to the curriculum and provides children with a variety of experiences that enhance their learning across all areas of the curriculum. For example, a discovery cube filled with objects provides children with curiosity and interest into the themes they will explore during topics.
- The childminder provides many opportunities for children to develop language and communication. They participate in lively singing sessions during group time. Stories and conversations promote broader vocabulary. Props, such as puppets and pictures, capture children's attention. Children are developing essential communication skills.
- Children's starting points are assessed with input from parents, and progress is tracked through termly assessments and statutory checks. This means that the childminder knows each child's stage of development and can plan effectively for their next steps in learning.
- During group times, children talk about the weather. The childminder asks them about their weekend. Children are excited to take home the 'travelling bear' who will join them on their weekend adventures. Children have opportunities to practise speaking and listening in meaningful contexts as they describe their

experiences with the bear.

- There are rich opportunities for physical play both indoors and outdoors. Children navigate the climbing frame with growing confidence and skill. The childminder offers gentle encouragement which helps children to manage risks with confidence. Children take part in play-dough activities that strengthen the muscles in their hands. Wobble cushions help children to develop core strength and balance.
- Nature-based activities, such as bug hunting and learning about bees, help children learn about the world around them. Projects including learning about the life cycle of a butterfly and building a bug house show how children's interests are followed and extended.
- Children are introduced to early concepts in mathematics and science as they explore magnets and simple cause-and-effect toys. Children are curious and enjoy exploring. However, there are occasions when the childminder does not offer explanations to further enhance children's understanding and thinking. For example, when exploring magnets the childminder demonstrates how to move small buttons but does not explain how the magnets stick to the buttons. This means that children do not fully understand the intended teaching.
- Children with special educational needs and/or disabilities receive effective support that helps them make progress from their start points. The childminder works with parents and professionals to develop support plans that help children to access the support they need.
- Parents speak very highly of the setting and of the childminder's care. They highlight excellent communication and particularly value the wide range of engaging experiences offered. Resources borrowed by parents from the 'borrow box' help to further extend learning into the home. Ideas from the childminder help to provide a consistent approach to children's learning.
- Leadership and management are strong and reflective. Policies are regularly reviewed and parent feedback is actively used to improve practice. The childminder prioritises professional development, completing a wide range of training that enhances curriculum delivery. Partnerships with parents and other professionals are effective, ensuring continuity of care and learning, helping children to make good progress.

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:

- provide clear explanations during activities to help children understand concepts, make connections, and consolidate their learning.

Setting details

Unique reference number	2733094
Local authority	Essex
Inspection number	10407294
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 9
Total number of places	11
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates all year round, from Monday to Friday, 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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