

Childminder report

Inspection date: 11 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 flourish in this warm, engaging and child-centred environment, where they thoroughly enjoy their time with the childminder. They are highly engaged and deeply involved in their play and learning. The highly experienced and skilled childminder has designed a thoughtful and ambitious curriculum that supports each child's interests and learning needs, while building on their existing skills and knowledge. Her curriculum is centred around stories, using books as a foundation to provide children with a wide range of rich learning experiences. For example, children read stories, such as 'The Three Billy Goats Gruff' and 'The Three Little Pigs'. They role play and confidently retell the stories using correct story language. They explore information books about the animals featured and visit a farm to see the animals first hand. Through these experiences, children are supported to develop strong communication and literacy skills, foster a love of reading, deepen their understanding of the world, and strengthen their knowledge and critical thinking.

Children build secure and trusting relationships with the childminder. She takes time to understand each child and their family when they join, exchanging information with parents about children's routines and interests. This enables her to stay up to date with any changes and to effectively support children's emotional well-being. Children feel confident, safe and valued, which promotes their emotional resilience and readiness to explore and learn.

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

- Children's communication and language development is a key focus. They are regularly engaged in conversation and storytelling by the childminder and enjoy joining in during songs and story sessions. The childminder actively promotes their vocabulary, confidence and listening skills. During a music activity, children attentively watch the childminder and listen to the sounds of the instruments, which helps strengthen their listening and attention skills, while supporting early language development through rhythm and musical exploration.
- The childminder plans engaging activities that reflect children's interests and current abilities. Where any developmental gaps are identified, targeted support is provided. Children are happy, confident and fully engaged in their learning experiences with the childminder. They make steady progress and develop a love of learning.
- Children are encouraged to be independent in their play. The childminder arranges the environment so they can freely choose the toys they want to play with. At snack time, they pour their own water from a small glass jug and use a safety knife to cut their own cucumber and apples. Consequently, they develop practical life skills, hand-eye coordination and confidence in managing tasks by

themselves.

- The childminder works closely with professionals from other settings that children attend. For example, she regularly gathers information about weekly planning in those settings and incorporates it into her own teaching, ensuring continuity in children's learning. Therefore, children experience consistent support and make steady progress across all the settings they attend.
- Children learn the importance of hygiene and healthy living through the routines and activities the childminder provides. She models regular handwashing, provides nutritious home-cooked food and takes them shopping to explore and try new healthy options. These experiences reinforce positive messages about adopting a healthy lifestyle, helping children develop lifelong healthy habits.
- Children benefit from a nurturing and responsive approach that promotes confidence, resilience and curiosity. They are encouraged to explore and develop their own ideas. However, on occasions, the childminder moves on too fast, suggesting other things that children can do. This does not allow them time to explore their own ideas fully, limiting children's opportunities to deepen their learning, and sustain concentration.
- Children generally behave well, supported by the childminder's nurturing approach. This promotes positive values, such as kindness and sharing. When a disagreement arises over a chair, she reminds the children how they resolved this previously, enabling them to choose their chairs calmly. Consequently, children learn to cooperate, solve problems and respect routines. However, on occasions, the childminder does not consistently implement behaviour management techniques. This may cause confusion about boundaries, hinder self-regulation and send mixed messages to other children.
- The childminder shows confident and effective leadership. She is dedicated to continuous improvement and has established a culture of reflection, professional growth and collaborative working. This enables her to consistently respond to and meet the needs of the children.

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:

- enhance teaching skills even further to balance timely intervention with giving children space to think, explore and investigate independently
- embed consistent approaches to behaviour management further to enable children to regulate their behaviour independently.

Setting details

Unique reference number	2735090
Local authority	Essex
Inspection number	10407308
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Basildon, Essex. She operates from 8am until 6pm, Monday to Friday, term time only.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intention for children's learning.
- 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 her care.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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