

Childminder report

Inspection date: 5 February 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 very happy and thrive in the childminder's care. They are welcomed into a child-friendly environment where they settle quickly and demonstrate they feel safe and secure. A broad range of quality resources are easily accessible to help children initiate their own play. The childminder also provides a wide variety of learning opportunities in the home and through planned activities outdoors to challenge their learning. The childminder delivers a broad and ambitious curriculum that builds on what children already know and supports their interests. She invests time getting to know the children and their family before they attend, to ensure children are settled and happy in her care.

The childminder is skilful and subtle in her interactions with the children. She understands the importance of allowing children time and space while they play. For example, as children enjoy imaginary games, they act out real-life scenarios working together as they line up dolls in their pretend hospital. They play at being doctors and chat to their patients and use resources readily available. The childminder gently suggests they may like to wear a doctor's coat and enhances play further, by providing additional resources and appropriate language to extend their vocabulary. The childminder is a good role model, is kind and gentle in her approach and children understand the expectations and rules. They receive lots of praise and reassurance and make friendships with others attending. Their behaviour is good.

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

- The childminder has a sound knowledge of how children learn. The quality of teaching is good. Children demonstrate curiosity and an eagerness to try new things. They have established close and trusting bonds with the childminder and her family. Children make good progress in their learning while having fun.
- Children's understanding of mathematics is supported well through their play. The childminder encourages them to count, compare size and look at shapes in all activities. They learn mathematical language, such as 'small' and 'enormous', as she engages them in meaningful conversations.
- Children learn about the wider world and community other than their own, through planned activities. They learn to take care of the environment around them. For example, children participate in activities, such as litter picking and regular trips to the forest, where they learn to be careful not to disturb the wild life. They learn about different cultures and traditions as they use Chinese utensils in their play. They skilfully scoop coloured rice in bowls, and learn of the importance of giving gifts of money in decorated envelopes at Chinese New Year.
- The childminder has established positive, professional but friendly working relationships with parents. Parents speak highly of the 'compassionate and

patient' childminder. They say they feel incredibly lucky she cares for their children. They comment on the support she provides and her flexible approach to accommodate their children's needs.

- Children's speech and language skills are good. The childminder continually talks with the children. She models language well and is respectful to the children and listens to what they have to say. The childminder encourages children to express how they feel and offers appropriate language and resources to talk about their emotions. Children listen intently and follow instructions. They are clear about the childminder's expectations and, therefore, children's behaviour is good.
- The childminder is very ambitious and strives for excellence. She is committed to improving the service she provides and her knowledge through constant training and research opportunities. The childminder also has a culture of evaluation as she understands the positive impact this has on outcomes for children.
- Children are enthusiastic and eager to have a go and try new things. They enjoy stories. They learn that text has meaning and can access a wide selection of quality books. Children do have some opportunities to access writing materials, but this is usually through planned activities. Therefore, opportunities for children to spontaneously practise their writing skills and make marks during their play are few.

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 more accessible resources to motivate children to practise making marks as part of developing early writing skills.

Setting details

Unique reference number	2773486
Local authority	Essex
Inspection number	10376836
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Loughton, Essex. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements the educational programme.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The inspector looked at a sample of the childminder's documents. This included evidence about suitability and training.

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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