

Childminder report

Inspection date: 4 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder fosters strong, trusting bonds with the children, who develop a genuine sense of belonging here. Children are excited and enthusiastic on arrival, waving goodbye to their parents. The childminder plans an effective curriculum for children based on their current interests. Children use their physical skills to climb, run and balance with confidence in the inviting garden. They pretend to cook tasty meals in their outdoor kitchen demonstrating mathematical skills such as counting and measuring.

Educational plans include a variety of learning opportunities for the children. Children learn about the natural world on visits to an allotment. They enjoy the process of growing food, digging soil to plant vegetables and fruit. Children discuss growing potatoes, onions and strawberries to eat. Children recall trips to the zoo. They talk about seeing sloths asleep in trees and roar like lions when speaking about them.

The childminder and her assistants are excellent role models. They help children understand how to manage their behaviour. As a result, children know how to negotiate roles as they play with others. They develop close, respectful friendships, having lots of fun and laughter together. Children work in teams when building with blocks, and keep trying until they achieve what they set out to do. The childminder praises children, who are eager to please and motivated to learn.

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

- Children have a good start to their early education. The childminder organises a variety of trips to provide children with knowledge and understanding of the wider world. As a result, children can name various animals and describe their natural habitats. Children develop self-awareness and confidence in new situations. Additionally, they develop strong social skills by meeting new people and making new friends.
- The childminder has carefully designed her home to promote a positive, independent approach to learning for children. Children seek out their favourite toys and activities and know where to find them. They travel around the garden curiously looking for pine cones. Children demonstrate strong mathematical and language skills counting the cones into buckets and discussing and comparing the different quantities they have.
- Children use their imagination and creative skills to draw and place stickers in books. The childminder supports children to make decisions such as which colours to use and where to place stickers. As a result, children can think for themselves and use problem-solving techniques during their play.
- The childminder promotes children's independence and confidence. Children can

pour drinks and eat independently. The childminder supervises the children at mealtimes to ensure their safety. Children wash their hands before meals and are encouraged to make healthy food choices. Additionally, children know they must wear hats and sunscreen when it is hot outside to keep themselves safe.

- Transitions into the setting are well organised. The childminder is sensitive to each family's particular needs and offers support when required. Although children are well prepared for school, the childminder does not yet share information with new schools. This means important information about children's development is not always passed on.
- The childminder promotes children's language and literacy skills at every opportunity. As a result, children have strong communication skills. Children discuss past events and use descriptive language when exploring how different foods taste. Children have a love of books and enjoy listening to their favourite stories. The childminder is patient, giving children time to turn pages and to make up their own stories.
- Parents speak highly about the childminder and how she establishes good relationships with them. The childminder gathers information about children's routines and interests during settling-in sessions. She ensures parents are involved as partners in their children's learning. As a result, parents play an active role in supporting their children's learning at home.
- The childminder and assistants attends training including paediatric first-aid and safeguarding. Additionally, she seeks further training to enhance her own and her assistant's knowledge and teaching skills. The childminder works closely with other groups in her local area to share experiences and improve her practice.

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:

- strengthen partnerships with schools to develop a consistent and collaborative approach to children's learning and welfare that will support them to settle well in their new environment.

Setting details

Unique reference number	560131
Local authority	Essex
Inspection number	10394416
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	3 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 September 2019

Information about this early years setting

The childminder registered in 2000. The childminder operates Monday to Friday from 7am to 7pm, all year round, except for bank holidays and family holidays. The childminder occasionally works with assistants. She provides government funded places for all eligible children.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- The childminder discussed the intent and organisation of her curriculum with the inspector.
- The inspector carried out an observation of an activity with the childminder.
- The childminder showed the inspector her premises and how it is safe and secure for the children.
- The inspector spent time observing the quality of education and teaching.
- The inspector read feedback from parents and took account of their views.
- The childminder shared documentation, including evidence of suitability and training certificates, with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025