

Childminder report

Inspection date: 12 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a nurturing and responsive environment where children thrive. Interactions are warm and consistent. These help to build on children's learning and support them to develop a strong sense of security and belonging in the home-from-home environment. The combination of guided play and rich-language experiences ensures that children make strong progress and develop a love of learning. For example, the childminder uses meaningful narration to help children build on their own ideas and extend their play.

Emotional development is well supported. Children are happy and settled. They form secure attachments with the childminder. When upset or tired, they are comforted with warmth and reassurance and quickly become calm. Daily routines, such as waking from sleep or nappy changes, are handled with the utmost sensitivity. The childminder provides gentle conversation to maintain trust and security. The childminder establishes clear boundaries around kindness, sharing and turn-taking. This helps children to begin developing respect for others and positive social skills.

Children show emerging independence. They feed themselves and try their hardest to put on their clothes. The childminder offers support where needed and allows time for children to develop skills at their own pace. As a result, children show confidence and resilience as they approach new and challenging tasks.

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

- The childminder has a clear vision for what children should learn during their time with her. The curriculum is designed to enable children to be prepared for their next stage of learning. This includes supporting strong personal independence and well-developed speech, language and communication skills. The engaging curriculum and teaching support children effectively to achieve these aims.
- Creativity and imagination are highly valued. Children enjoy working with water on a paint mat. They experiment with tools and textures as they role play alongside the childminder. Children copy animal sounds and play simple games, such as peekaboo. Children hide animals and create footprints with water, supported by the childminder's imaginative input and descriptive language.
- Mathematical development is woven into everyday routines and play. Children count confidently and join and recognise numbers on the doors of a wooden house. They manage problem-solving, successfully matching keys to locks. Children show great excitement about what might be hiding behind.
- Early literacy skills are nurtured through songs and rhymes. Children enjoy mark making. They recognise their names and enjoy copying letters. Children use

paintbrushes to create lines and marks. Through these playful activities, they are beginning to link print, letters and sounds.

- Children show perseverance when faced with challenges. When working to open locks with keys, they are supported with positive encouragement. The childminder uses phrases such as, 'You can do it.' This encourages children to keep on trying and develop a 'can-do' attitude to learning.
- Self-care skills are developing well. Children feed themselves and attempt to dress. The childminder develops appropriate mealtime routines. Children feed themselves with the attentive childminder reminding them to chew their food. Dietary needs are carefully considered, and children are offered healthy snacks with appropriate choices such as melon and yoghurt.
- Children are beginning to express themselves with confidence and share their ideas. They point out familiar objects as they play, such as the 'mummy pig'. Children recall experiences, such as birthdays, and enjoy singing familiar songs. Through these daily conversations, songs and rhymes, children are developing their speech and listening skills in a language-rich environment.
- Parents are happy with the care children receive. They comment on how the childminder supports children's positive behaviour and how their children are happy to attend. They feel well informed about the progress children make and how they spend their time with the childminder.
- The childminder seeks the views of parents through surveys. She maintains open channels of communication through regular discussions and feedback. This supports a strong home-setting partnership and ensures that parents feel engaged in their children's learning. Links with external professionals are developing. There is some early evidence of engagement with a local nursery attended by children. However, the childminder has not fully considered further ways to share information with all other settings that children attend to enable a shared approach to children's learning.

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:

- continue to develop partnerships with other settings where children attend to support a joined-up approach to a more collaborative approach.

Setting details

Unique reference number	EY235721
Local authority	Essex
Inspection number	10398767
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 1
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 November 2019

Information about this early years setting

The childminder registered in 2002 and lives in Rayleigh, Essex. She operates Mondays from 8am to 5.30pm, and Tuesdays from 7.30am to 5.30pm. The childminder provides before- and after-school care on Mondays, Tuesdays, Thursdays and Fridays and occasional weekends. She offers extended hours where needed. The childminder operates all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She 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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.

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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