

Childminder report

Inspection date:

22 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are welcomed into a warm and homely environment, where they form close bonds with the childminder. Home visits and gradual settling-in sessions help children to feel safe and secure from the outset. The childminder works closely with parents to mirror familiar routines, providing a strong sense of continuity. This careful approach supports children's emotional well-being. It helps children to trust the childminder, settle quickly and explore the environment with confidence.

The childminder draws on her experience and expertise to deliver an ambitious curriculum that reflects each child's interests and learning needs. She observes children carefully and uses everyday opportunities to build on what they know and can do. Activities and resources are adapted so that all children can take part and succeed. This approach encourages independence, nurtures curiosity and supports children to make strong progress from their starting points across all areas of learning. For example, babies learning to walk are given opportunities to explore low-level climbing equipment to develop their gross motor skills and core strength.

Children's behaviour is good. They show curiosity and sustained focus in their play, becoming absorbed in activities such as rolling conkers and exploring toys independently, which supports the development of self-regulation. The childminder creates opportunities for children to learn to share and take turns. For example, during see-saw play, children patiently wait for their turn. She manages unsettled behaviour calmly and uses strategies, such as distraction and music, to help children re-engage. As a result, children demonstrate confidence in their play and show positive attitudes that support their learning.

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

- Children are encouraged to develop independence from an early age. They practise self-care skills, such as dressing, using the toilet and managing handwashing. The childminder introduces imaginative strategies, for example encouraging children to 'blow like a dragon' when learning to blow their noses. This makes routines enjoyable and helps children remember new skills with confidence.
- Children benefit from a language-rich environment. The childminder plans meaningful activities that enhance vocabulary through storytelling, songs, rhymes and consistent modelling of new language. For example, while reading with children, she introduces descriptive words such as 'fierce' and 'meek' and provides visual clues to support understanding. She repeats words back correctly when children attempt new sounds, helping them to develop confidence and accuracy in their speech. Consequently, children show increasing confidence in communication, use new vocabulary in context and engage actively in

conversations and play.

- The childminder organises the environment so that toys and resources are easily accessible, enabling children to make independent choices. During activities, children safely use tools like child-friendly knives to prepare fruit for printing. These experiences build practical life skills, strengthen coordination and increase confidence in managing tasks independently.
- Children have regular opportunities to be active outdoors, developing physical skills through riding tricycles, climbing and practising throwing. The childminder promotes health by providing nutritious meals, discussing healthy choices and embedding good hygiene routines. Consequently, children enjoy being active, show growing coordination and control and develop an awareness of healthy habits.
- Outings in the community give children opportunities to build social skills and explore their surroundings. Planned visits to museums, wildlife parks and the seaside allow children to observe new environments, interact with others and broaden their experiences beyond the setting.
- Partnerships with parents are highly effective. Families describe the childminder as nurturing and an extended member of their family. Parents value the regular communication, healthy meals and wide range of enriching experiences that spark children's curiosity and love of learning.
- Children benefit from the childminder's involvement in a local network of childminders, where resources are shared and joint outings arranged. These experiences give children opportunities to interact with a wider group of peers, developing their social skills and confidence in larger settings.
- The childminder demonstrates a reflective approach to her practice and keeps her training up to date. For example, she has undertaken training to strengthen her knowledge of supporting children's communication skills. However, she does not have a full understanding of the range of agencies she can contact for advice and support to help children who may require additional assistance.

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:

- work with professionals to understand the referral process for children with special educational needs and/or disabilities to enhance support for their learning and development.

Setting details

Unique reference number	EY235757
Local authority	Essex
Inspection number	10399741
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2002. She lives in Epping in Essex. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector
Keiley Pedro

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parents' views.
- The childminder provided the inspector with a sample of key documentation.

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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