

Childminder report

Inspection date:

8 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe, settled and ready to learn in the childminder's warm, nurturing, child-centred environment. They benefit from a curriculum that is rooted in their interests, which ensures they remain highly engaged, motivated, and curious learners. The childminder observes their play closely, using in-the-moment opportunities to extend learning and adapting the environment and resources to meet individual needs. This approach enables children to develop independence, sustain curiosity, and make secure progress across all areas of learning. Therefore, all children make good progress from their individual starting points.

Regular visits to the zoo, parks, and toddler groups offer children opportunities to interact with others and explore the world around them. They build on prior learning from a farm visit by pretending to milk a toy cow and repeating the word 'milk' with delight. As a result, children develop their curiosity, social skills, and understanding of the natural world, becoming engaged, confident, and eager learners who make connections between experiences and their play.

Children demonstrate positive behaviour and are confident, engaged, and settled in the childminder's care. The childminder supports them to regulate their behaviour through consistent routines, warm interactions, and clear expectations. For example, during a puzzle activity, children demonstrate turn-taking by waiting for the childminder's support to find the correct piece. Children develop problem-solving skills as they explore stacking cups and work out how to open and close doors on a toy. The childminder models sharing, patience, and calm responses, intervening sensitively when necessary. This approach effectively helps children understand and manage their feelings, develop self-control, and build positive relationships, supporting their personal, social, and emotional development.

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

- The childminder provides strong support for children with special educational needs and/or disabilities (SEND). She regularly assesses all children's development and swiftly identifies gaps in their learning. These are discussed with parents and strategies are put in place to plan the next steps in learning and support progress.
- The childminder uses praise effectively to boost children's confidence and self-esteem. For example, when children correctly name a star in an interactive book, she celebrates the achievement and extends the language to 'yellow star', supporting language development and helping children feel proud. She recognises and celebrates children's efforts and individual strengths, and as a result, they show high levels of self-confidence.

- The childminder supports children's communication and language development effectively. She consistently models language, provides a running commentary during play, and introduces new vocabulary in context. She incorporates songs and stories into the daily routine, encouraging children to repeat words and she uses sign language and gesture to support verbal language. As a result, children gain confidence in using their voices, babbling with enthusiasm and beginning to repeat single words. They show clear enjoyment as they develop their early communication skills.
- Children develop a strong understanding of mathematical concepts through a variety of purposeful and engaging activities. For example, they count breadsticks at snack time and sort shapes while playing. The childminder skilfully uses these opportunities to embed early maths in meaningful contexts.
- Children benefit from the strong, trusting partnerships the childminder builds with families, valuing their feedback and involvement. Parents appreciate the warm, engaging environment and the support provided, feeling confident that their children are safe, nurtured, and making good progress.
- The childminder supports children's social development and encourages positive behaviour. She regularly meets with other childminders and their children, giving them the opportunity to build friendships within a larger group.
- The childminder provides opportunities for children to develop independence. Children choose the activities they take part in each day and decide when they would like to eat, which helps them feel in control and responsible. However, she does not always encourage children to complete everyday self-care tasks themselves, such as wiping their own nose or getting their water bottle when they are thirsty. As a result, some opportunities to develop practical self-help skills and independence are missed.
- The childminder is committed to ongoing professional development, regularly engaging in training, reflecting on her practice, and adopting good practice from a network of peers. This ensures her provision remains up to date, effective, and responsive to the needs of all children, continually improving outcomes.

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:

- promote children's independence by providing regular opportunities for them to learn to manage self-care tasks.

Setting details

Unique reference number	EY300096
Local authority	Essex
Inspection number	10399716
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 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in Basildon. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The childminder showed the inspector the areas used by children and explained how she organises the provision.
- The inspector held a number of discussions with the childminder at convenient times throughout the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between the children and the childminder.
- The inspector took account of parents views from their written feedback.

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