

Childminder report

Inspection date: 28 April 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 has created a wonderfully warm and nurturing environment for children. They show complete comfort as they enjoy playing with friends at the home-from-home setting. Relationships between the childminder and children are kind and caring. Children engage in lively conversations with the childminder as they describe what they did at the weekend with excitement. There is a very natural and loving feel to the environment, which helps children to feel safe, secure and relaxed.

Children are incredibly well behaved. They listen well to the childminder, who gives clear and consistent messages about how children should behave. Children show kindness to their friends as they help them with their puzzles. The childminder offers high praise to children when they complete tasks and achieve success. This is replicated by children as they say 'well done' to their friends who proudly show them a completed puzzle.

Children benefit from a clear curriculum. The childminder has a secure understanding of every child and uses this knowledge to support their ongoing development and next steps. Children enjoy a range of activities that support their development, such as personal hygiene and independence. They prepare for the transition to pre-school by recognising their names and correctly identifying colours.

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

- Children delight in singing familiar songs and rhymes. They engage with such enthusiasm as they sing the words and follow the action. Children recall their favourite story and describe how the witch made a potion and the tiger came to tea and drank all the water.
- Children are supported to develop an understanding of what makes them unique. The childminder helps them to learn about festivals such as Easter, Christmas and Diwali. They visit the local church groups to find out more about religion and faith and explore why we celebrate Bonfire Night.
- Children are developing an awareness of the community. They learn about people who live and work there, and how they connect with the community. Children enjoy visits to the supermarket and post office. They explore the local farm, meadow and woods.
- Children are offered choices across the day. They choose the songs they sing and what to have for lunch. Children show great independence as they manage their toileting needs and collect their water beakers.
- Children enjoy the activities provided by the childminder. They show curiosity and enquiring minds as they discuss new ideas with her. However, children are

not fully supported to explore and investigate their enquiries through available resources or extensions to learning. This means that children do not always benefit from opportunities to deepen and consolidate their knowledge.

- Children have excellent imaginations. They use their acquired experiences and language to describe events. They tell interesting stories and show impressive recall as they weave together their experiences.
- Communication and language is strong. The childminder uses a wealth of language to engage in back-and-forth conversation with children. However, sometimes she does not give children time to respond and think about their answers before asking another question. Consequently, they quickly forget what they have been asked and are unable to answer.
- Feedback from parents is consistently positive. They praise the childminder for her kind and caring approach. They highlight how well the childminder knows their children and targets support around their individual needs. They commend her safe approach to caring for children and say that children flourish in the home-from-home setting.
- The childminder includes lots of mathematical language as she engages with children. They hear words to describe shape and size, such as 'bigger'. They confidently name primary colours, and the childminder helps them to remember secondary colours.
- The childminder is proactive in her pursuit of knowledge. She remains up to date with changes in the sector and supports other childminders to develop their knowledge through a cluster group and network in the area. She organises first-aid and safeguarding days for childminders in the network. This ensures that she stays fully aware of what is happening and reflects on her own 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:

- develop the use of questioning to ensure that children have time to think about, understand and respond to questions before being asked more questions
- provide further learning opportunities for children to extend their interests, ideas and enquiries to deepen and consolidate knowledge, and consider ways in which the environment can support them to develop and extend their own enquiries through available resources.

Setting details

Unique reference number	EY355743
Local authority	Essex
Inspection number	10380330
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 June 2019

Information about this early years setting

The childminder registered in 2007. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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