

Childminder report

Inspection date:

5 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 radiate happiness at this friendly and welcoming childminder's. The childminder has wonderfully strong attachments with children. Their joy and laughter is infectious as they engage in fun and stimulating activities, such as throwing bean bags into targets. The childminder has a naturally warm and caring approach to children. This helps them to feel safe and secure and engage deeply in their play and learning. Practical life skills are embedded throughout the day. Children manage personal hygiene tasks, such as hand washing, with confidence. The childminder offers children gentle guidance on the importance of good hygiene and using their own towels. Children follow directions, such as when it is time to tidy up.

Social skills are developed through games that involve taking turns, sharing and cooperating. The childminder provides guidance to resolve minor conflicts. This helps children to regulate their feelings and emotions in a positive way. Children are very well behaved, and conflicts between children are infrequent and short lived. When their friends are sad, children ask the childminder what is wrong and what they might need. The childminder takes the time to discuss this with children to help them understand how to help others. This is a key contribution to the kindness and empathy children demonstrate.

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

- Children engage in a wide range of experiences that support their development. They combine creative and mathematical skills through activities such as mosaic shape patterns. They follow templates with skill to create colourful pictures from shapes. The childminder provides guidance while allowing children freedom to problem-solve and discuss their own creative ideas.
- Outdoor play is active and challenging. Children engage in running courses, weaving between cones and jumping hurdles. This helps develop coordination and physical confidence. They show developing fine motor skills as they use cutlery and position small shapes on pictures.
- The childminder encourages children to develop confidence and independence. She provides many opportunities for children to take the lead in their activities and build self-assurance. For example, when the inspector arrives, children confidently welcome her and show her around.
- Children are developing an awareness of letter sounds in fun and practical ways. For example, they run along an alphabet line, stopping on the letters that are in their name. The childminder supports children to recognise and write their names. During some activities, such as when using the letter line, capital letters are sometimes linked to letter sounds incorrectly, which can result in misunderstandings in early literacy.

- Communication and language development is supported through conversation and rich narration alongside play. Children confidently recall experiences, using their growing vocabulary to describe what they are doing and to ask questions about their world. The childminder gently reinforces speech sounds and articulation during play when children find words difficult to say.
- Exploration of the natural world is part of the ambitious curriculum. For example, children care for pet tortoises. This encourages observation and curiosity, which sparks enquiries from children. For instance, children ask about the claws on the tortoises' feet. The childminder explains how they would use these in the wild to dig.
- The childminder provides a range of activities that fully engage children in learning. Children complete puzzles, successfully matching shapes and colours. They play fun games that promote turn taking and patience. Children learn to follow instructions. For example, they roll the dice during a game and correctly select the required object and colour.
- Children enjoy a range of community experiences. These include frequent trips to the library and the park, providing children with access to a wider environment that helps them to learn about the community and their place in it.
- Parents consistently describe the childminder as kind, caring and nurturing. They say she provides a safe and supportive environment. Parents value her excellent communication and flexibility. They comment on the warm and welcoming home and how the childminder respects family routines and responds to individual needs.
- The childminder demonstrates a strong commitment to professional development, attending regular training and keeping her knowledge up to date. This includes courses about anaphylaxis and allergy awareness. She actively seeks feedback from parents through surveys.

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 the teaching of early literacy by using accurate key vocabulary during activities that support children's learning more effectively.

Setting details

Unique reference number	EY357794
Local authority	Essex
Inspection number	10398435
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2007 and lives in Benfleet, Essex. She operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays, one week at Christmas and family holidays. The childminder provides funded early 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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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