

Childminder report

Inspection date: 19 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 values children's interests through a child-led curriculum. This enables children to take the lead in their learning, promoting independence, imagination and exploration. By observing children regularly and discussing their progress with parents, the childminder ensures that learning is personalised and meaningful. As a result, children feel valued and supported, which boosts their confidence and helps them make strong developmental progress. The environment is calm, well organised and designed with intention. Children deeply engage in loose parts play with pine cones, shells, stones and wooden tree pieces. This supports children's creativity and problem-solving skills while building their concentration. The childminder uses natural and real-life materials to enhance children's understanding of the real world and connect learning to their home experiences. For example, children's interest in cooking is extended through the use of real pots, pans and a pasta machine. This not only deepens children's engagement, but also supports a sense of identity by linking play to family life.

Mealtimes are carefully considered. Children use real plates and knives and gain valuable life skills and confidence in managing real cutlery. This helps to prepare them for greater independence as they grow. The childminder prioritises experience over convenience, which teaches children that they are trusted and capable. Children take responsibility for their actions while developing resilience, preparing them for future learning and everyday experiences. Peer interactions, such as reminding each other not to lick knives, highlight children's growing awareness of safety and care for others.

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

- The childminder extends children's learning beyond the setting through regular visits to local care homes. These experiences give children opportunities to interact with the residents, helping them develop empathy, respect and confidence in new social situations. This also nurtures their ability to build positive relationships with a variety of people.
- Children are supervised effectively and have clear boundaries to which they respond positively, demonstrating respect for rules. However, sometimes, when behaviour issues arise, such as climbing on furniture, the childminder does not consistently offer explanations or highlight the consequences of their actions. This means children comply in the moment but do not always develop a clear understanding of risks, reducing the opportunity for them to learn how to manage their own safety independently.
- During free play, babies demonstrate high levels of engagement and creativity as they sing and babble to themselves. The childminder's recognition of their vocalisations validates their efforts and encourages further expression, which

supports language acquisition and confidence in using their voices.

- The childminder evaluates her practice continuously, recognising that some children require more reassurance than others. She identifies how to extend opportunities for individual children and plans more one-to-one experiences that gradually support children to participate in groups. This ensures that all children's individual needs are met and that their confidence is nurtured over time, both in independent play and social situations.
- Parents consistently describe the childminder as creating a nurturing, stimulating and flexible environment where children thrive. Regular outdoor learning, such as trips and visits to the beach, forest school and playgroups, support children to develop independence, curiosity and resilience.
- The childminder demonstrates strong health and safety practices, which positively impact children's learning and development. Children are encouraged to wash and dry their hands thoroughly and clean up after mealtimes. This helps to promote good personal hygiene and physical well-being. Healthy eating and access to fresh water teach children the importance of a balanced diet. As a result, children make healthy choices and manage their own needs well.
- Children are introduced to cultural diversity through celebrations such as Chinese New Year and tasting different foods. However, opportunities to explore broader cultural similarities and differences are somewhat narrow in extending children's awareness of the wider world and how people live differently.
- The childminder uses additional funding successfully to support individual children's developmental needs. For instance, she provides experiences that increase children's social confidence and reflect their interests, such as trips to the zoo. These targeted opportunities support children to engage in cooperative play with peers and develop their language skills.

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 equality and diversity further within the setting to help children to learn more about different people and communities
- strengthen behaviour management strategies to help children develop an understanding of the consequences of their behaviour and choices.

Setting details

Unique reference number	EY358376
Local authority	Essex
Inspection number	10407938
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	6
Number of children on roll	9
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Clacton-on-Sea, Essex. She follows the Curiosity Approach method of education and philosophy. The childminder holds an appropriate early years qualification at level 3. She operates from 8am to 6pm, Monday, Tuesday, Wednesday and Friday, all year round. The childminder provides government-funded early years education for all eligible children.

Information about this inspection

Inspector
Laura Paternoster

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- 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.
- The inspector and the childminder carried out a joint observation of a role play activity.
- 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.

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