

# Childminder report

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Inspection date: 29 May 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-----|
| Overall effectiveness at previous inspection | Met |
|----------------------------------------------|-----|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with warm, nurturing and responsive care. She takes the time to get to know children before they join to ensure that experiences meet their individual needs. Children show wonderfully secure attachments to the childminder. They enjoy loving cuddles and engage in joyful play and learning throughout the day. Children show great confidence with the childminder and are relaxed and content in the home-from-home environment.

Children show a secure understanding of the childminder's expectations. They listen well and follow directions, such as when they need to place their shoes in the box and tidy away their toys. They show wonderful kindness to others and are developing good manners that are modelled regularly by the childminder. This supports their developing respect for others and positive sense of self. Children show perseverance and keep on trying at tasks. The childminder showers children with praise as they try their best and successfully complete tasks.

Children show developing independence. They are supported by the childminder through guided interaction. This helps them to manage tasks such as putting on their shoes and wiping their noses. Children make choices about what they do next and the childminder gives clear information about what is happening during transitions.

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

- The childminder shows a secure understanding of what children need and has designed a curriculum that supports learning across all seven areas of learning. She has a good understanding of child development and uses this to plan next steps that support children to make progress. The curriculum offers children a broad range of experiences that they may not have at home. This builds on their cultural capital.
- Children enjoy listening to stories with the childminder. She takes time to read the words and gives children time to explore the pictures. Children become deeply engaged in the story. They delight in familiar actions, such as when they have to 'go through the tall grass' in the story.
- Children enjoy sensory activities, such as those involving sand and water. They explore with curiosity and develop an awareness of how materials behave, such as how damp sand can be moulded into sandcastles. They hear language such as 'full' and 'empty' as they fill and empty buckets with sand and water.
- Parents are happy with the care the childminder provides. They value open communication and say that they are well informed about the time their children spend with her. They feel that they can approach the childminder about anything and know that she will listen and provide support. This helps to ensure the

children's needs are fully met.

- The childminder is reflective. She is always seeking new information and attends a wide range of training to support her curriculum and teaching. She engages with the local authority and welcomes audits and feedback. This is used to drive continuous improvements in her practice.
- Children are developing fine motor skills. They enjoy peg boards and are developing an awareness of how much pressure is needed to push the pegs into holes. This helps them with other skills, such as drawing and how much pressure to apply to different materials to make marks. Outside, they make marks and patterns on the patio with chalk, and thread coloured beads onto string.
- Children enjoy being outside. They explore the garden with curiosity. The childminder encourages children to follow their ideas. For example, they fill their buckets at the tap and transport the water to the tray. Children have immense fun splashing in the puddles they have made. However, sometimes when spontaneous learning opportunities arise, the childminder does not recognise these. For instance, when the wind blows the chalks across the patio or when their wet footprints make patterns on the ground, children's learning is not extended by the childminder.
- The childminder shows a good understanding of the importance of assessment and sharing information about the progress children make. She works in partnership with parents to ensure the best support is in place for children who may be at risk of falling behind. Information gathered and shared means that children make the progress they are capable of and any gaps are identified and closed quickly.

## 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:**

- recognise when spontaneous opportunities for learning arise and consider how to support and extend children's curiosity and interest, both in the moment and in the future.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY363698                                                                          |
| <b>Local authority</b>                             | Thurrock                                                                          |
| <b>Inspection number</b>                           | 10388762                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 26 July 2019                                                                      |

## Information about this early years setting

The childminder registered in 2007 and lives in Purfleet, Essex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. 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 talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting and the inspector took these into account.

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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