

Childminder report

Inspection date: 8 January 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle well, make good progress, and enjoy their time in this homely environment. The childminder plans activities that are based on children's interests and specific learning needs. For example, young children develop physical and language skills during their favourite ball games. They delight at following the childminder's requests of 'rolling' the ball 'through' their legs, and 'throwing' it 'over' their heads. The childminder extends children's learning well during play. She identifies when children are competent at tasks and provides increasing challenge, where appropriate. As a result, children remain engaged in play that supports their learning.

Children are sociable and outgoing. They engage well with visitors and encourage them to join in their conversations. For example, children chat about how excited they are to collect their friends from pre-school and about the games they will play together. The childminder supports these social skills well. She provides opportunities for children to engage in structured group sessions and socialise with other children at local parks and indoor play centres.

The childminder has high expectations of children's behaviour. She offers an abundance of praise and reminds children of why certain behaviours are inappropriate. As a result of this consistent approach, children follow the rules of the setting and behave well.

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

- Since the previous inspection, the childminder has reflected well on the care she provides and made significant improvements to her practice. She has completed additional training to support her knowledge of how children learn. This has helped her to develop and embed a curriculum that meets the specific needs of all children who attend.
- The childminder places sharp focus on developing children's language and communication skills. She provides opportunities for children to engage in conversation and exposes them to a wide and varied vocabulary. The childminder has undertaken additional training and uses the knowledge gained to enhance learning opportunities for children.
- Children demonstrate confidence when exploring this exciting learning environment. They independently select resources that are well organised and support their differing interests. For example, children help themselves to boxes of building blocks and cars to create their own garage. However, this same flexible and child-centred approach is not always observed during planned activities. On occasion, these sessions can be driven by the childminder, and do not always allow children to explore their ideas fully.

- Daily routines are well constructed and support children to prepare for the next stage of learning. Children enjoy sociable mealtimes sat at the table, where they use cutlery with confidence. The childminder encourages them to discuss and explore the foods they eat and develop a good understanding of healthy eating.
- Relationships with other professionals are strong and promote children's welfare and development. The childminder engages particularly well with other settings that children attend. Highly effective, two-way communication provides a consistent approach to children's learning that supports them to make good progress from their starting points.
- Parents are complimentary about the childminder and the flexible care she provides. They appreciate the close bonds children form with her and how this supports their emotional well-being. Parents value the communication they receive about children's daily routines as well as their progress. They acknowledge how this supports them to promote children's development further at home.
- The childminder has a deep understanding of all children in her care. Her robust knowledge and careful assessments support her to identify any concerns and take swift action to promote children's progress and well-being.
- The childminder works hard to ensure the environment is safe. She regularly reviews her risk assessments and is aware of the different needs and abilities of all children who attend. The childminder demonstrates a robust understanding of safeguarding issues. She confidently discusses the signs and symptoms that could indicate a child is at risk from harm. The childminder is aware of the correct process to follow when raising concerns with the appropriate authorities.

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:

- adopt a flexible approach to learning that provides children with sufficient opportunity to explore and develop their ideas during activities.

Setting details

Unique reference number	EY376355
Local authority	Essex
Inspection number	10333208
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	25 January 2024

Information about this early years setting

The childminder registered in 2008 and lives in Hatfield Heath, Essex. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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