

Childminder report

Inspection date:

29 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are highly enthusiastic and happy in the childminder's nurturing environment. They have settled exceptionally well and feel safe and secure in her care. As children enter the home, they talk about why they take their shoes off and place these away carefully, ready to start their day. The childminder has a deep knowledge of the children and uses this knowledge to motivate children's learning through an ambitious curriculum. For example, when children share ideas of a café, the childminder skilfully implements these interests into real experiences for them. This provides children with a deep understanding of the world around them.

The childminder is a positive role model for children. She helps children to understand their feelings through meaningful conversations. As a result, children's behaviour is exceptional. Older children help younger children with toy cars and ask if they are ready to go. This helps children to develop a positive attitude in their learning and a strong sense of belonging. The childminder teaches children the effects of exercise on their bodies. This learning is extended, where children talk about their bones and organs. They use a 'stethoscope' and demonstrate effectively how they can listen to heart beats, developing a secure understanding.

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

- The childminder has a proactive approach to enriching her professional development. She regularly reflects on her practice and how she can continually improve. The childminder prioritises training that helps her to ensure children have high-quality experiences and interactions. She is highly effective in collaborating with other professionals, in developing continuity in children's care and education to a high level.
- The childminder makes the very best of all learning opportunities. Children become curious learners. They have a deep love for reading and the childminder extends this into inspiring role play. Children build pirate ships and talk about what they can see at sea. This develops into treasure hunts as children deeply engage in storylines. As a result, children actively share their ideas with their peers and involve purposeful decision making.
- The childminder attentively involves all children at the setting. Children with additional needs have full access to their entitlement. The childminder works closely with professionals, to ensure early support is put in place. She shares information effectively to ensure children have targeted strategies to prioritise their development. As a result, children's learning is promoted through effective, early support that helps them to make the best possible progress.
- Parents are delighted with the care their children receive. They share the excellent opportunities children have to explore and learn about the wider world. Parents comment on the warm relationships developed with the childminder.

They value regular communication they receive that help them to feel involved in their children's learning. As a result, the childminder has built an effective partnership approach with parents.

- Children show pride to demonstrate their independence. They have learned to put on their own coats before going outdoors. Older children kindly support younger children to zip their coats. The childminder actively fosters children's ability to develop their self-care skills through a balance of support and challenge. As a result, children learn to manage their care needs and confidently do things for themselves.
- Children's communication and language is a priority in the curriculum. The childminder is skilled at modelling language to expose children to new vocabulary. For example, children learn to fill the gaps in mathematical number patterns by counting visuals and using their fingers as reference. This gives children opportunities to develop their thinking skills through high-quality interactions. As a result, children develop confidence in their language skills.
- The childminder strategically observes children in their play. She uses accurate assessments of their development to precisely plan the next steps in their learning. The childminder builds a curriculum that targets their development effectively across all areas of learning. She reflects on children's individual needs and evaluates activities to motivate children's learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY414817
Local authority	Essex
Inspection number	10399921
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 December 2019

Information about this early years setting

The childminder registered in 2010. She operates from Monday to Friday, 7am until 6pm, all year round, except for bank holidays and family holidays. The childminder has qualified teacher status and her assistant holds an appropriate childcare qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Courtney McAllister

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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