

Childminder report

Inspection date: 19 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a very interesting and engaging environment. The children feel safe and behave well as they confidently explore the wide range of activities. The childminder supports the children in developing excellent hygiene routines. For instance, she talks to the children about the importance of washing their hands to help get rid of the germs and allowing their friends privacy when using the toilet.

Mathematics is fully embedded into children's everyday experiences and play. The childminder increases children's understanding of mathematical concepts as she engages them in their chosen activities. For instance, she encourages the children to name the different shapes of the magnetic tiles as they build a tall tower. Children use trial and error to work out how to fit two triangles together to form a square. The childminder helps children to develop their problem-solving skills effectively.

The childminder knows the children well and uses this knowledge to plan an engaging curriculum based on their interests. She makes sure children with special educational needs and/or disabilities (SEND) have detailed plans in place to help them reach their highest potential. For instance, the children enjoy squidding the softball and rolling the hard shiny sphere as they explore different textures. The childminder makes strong use of these interactions to introduce new vocabulary as she describes how the objects feel. She skilfully supports children to develop their communication and language skills.

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

- The childminder has an excellent understanding of the children's stage of development and continually monitors their progress. This helps her quickly address any gaps in children's learning and development. She collaborates closely with other professionals to support children with SEND. The childminder makes effective use of extra funding to enhance opportunities for all children. For instance, she has purchased additional tactile resources, to encourage children's interest in sensory exploration.
- The children are very keen to explore their local community. The childminder regularly takes them on outings to the beach and local farms. The children thoroughly enjoy learning about nature and the world around them. The childminder uses these experiences to expand children's communication skills as they recall past events. For instance, they excitedly share stories about a recent trip to the farm, talking about how they got muddy from jumping in puddles while wearing their wellington boots.
- The childminder promotes an early interest in literacy among the children. She

ensures children can access a good range of books independently. The children thoroughly enjoy sitting with the childminder to listen to the story they have chosen. The childminder expertly engages the children in storytelling. For example, the children help to turn the pages of the book and join in with actions. The children change their facial expressions as they show the childminder how the colours make them feel happy then sad. The childminder skilfully makes use of these experiences to help children recognise their emotions. She has discussions with the children to encourage them to think about events, such as how a friend might feel if their tower were knocked down. The childminder teaches the children how to be kind to friends, to support their behaviour.

- As an experienced practitioner, the childminder holds high expectations for all children. She plans a sequenced curriculum with clear intentions for children's learning. For instance, the children explore the texture of the gloop and use a range of different tools to help scoop it into containers. The childminder focuses on building children's independence and encourages them to explore how the gloop feels. However, although she knows children well and provides stimulating learning opportunities. There are times when some adult-led activities lack sufficient ambition to fully challenge older children's learning, which can lead to a loss of focus.
- Parent partnerships are a particular strength in the setting. The childminder regularly updates parents and carers about their children's care and learning. She works closely with other agencies and settings the children attend to ensure they receive the necessary support and guidance. Parents are exceptionally pleased with the service they receive from the childminder.
- The childminder is dedicated to her role. She reflects on the service she provides and identifies any training available that will help her to improve her already good practice. For instance, she has recently completed training to help her increase the experiences she offers to children to develop their physical skills. The childminder recognises the importance of working with other early years professionals to help support her well-being and to share best practice.

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:

- provide more consistent support for older children's learning.

Setting details

Unique reference number	158915
Local authority	Kent
Inspection number	10375805
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	7
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2001 and lives in Willesborough, Ashford, Kent. She offers care Monday to Thursday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder receives funding to provide government funded early education places for children aged from nine months to three years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- A joint observation was conducted with the childminder during a messy-play activity.
- The children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children and considered the quality of teaching and the impact this had on children's learning.
- The childminder spoke to the inspector about how they support children with SEND.
- 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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