

Childminder report

Inspection date: 12 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is playful, enthusiastic and kind. She knows the individual children in her care very well. The children benefit from a wide range of experiences with the childminder. For instance, they visit wildlife parks, soft-play centres and enjoy opportunities to socialise with other childminders and larger groups of children. This helps to develop their social skills well.

The childminder provides a well-resourced and welcoming space for children to explore. She displays children's photos and artwork on the walls, helping them develop a sense of pride and belonging. Furthermore, the childminder supports children to develop their skills of independence and self-care. She uses encouragement and praise to support children to complete tasks for themselves and feel a sense of achievement. For example, children know that once they have finished eating, they need to clear away their plates. They develop a positive 'can-do' attitude in readiness for the next stage in their learning and development.

The childminder spends time with children to develop strong relationships and trust. Children look to her for reassurance and comfort when needed and show that they feel safe in her care. Children are very well behaved. The childminder is a good role model and supports children to be patient and aware of others. Children learn to listen and follow instructions well. For instance, they enthusiastically help to tidy up the toys and put resources away once they have finished with them.

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

- The childminder teaches children the importance of leading a healthy lifestyle effectively. For instance, through physical activity, healthy eating and following good hygiene habits. Children wash their hands regularly and understand the importance of brushing their teeth. This encourages children to develop an understanding of healthy habits.
- Children learn to increasingly manage their own emotions. The childminder provides visuals to help children identify their feelings and emotions and supports them during discussions to manage how they feel. This helps increase children's well-being and self-esteem.
- The childminder plans a curriculum that ensures that children have access to a wide range of age-appropriate learning opportunities, both inside and outside. She knows the children well and uses her observations of the children to check their progress and identify gaps in their learning. However, on occasion, the childminder does not successfully use their spontaneous play to help build on their skills and learning. For instance, when children demonstrate what they know and can do, she does not consistently extend children's knowledge.
- The childminder interweaves mathematics into children's play. For example, she

encourages children to count items in the play tray and while serving their own nutritious snack. Children recognise shapes and numerals displayed in their environment and sort small toy animals according to their colour.

- The childminder supports children's communication and language skills well. She interacts at the children's level and talks to them as they play and explore. The childminder uses signs and gestures to help children with their understanding and encourages them to use signs to express their needs. Children benefit greatly from the childminder's love of books and stories. She enthusiastically reads stories to children throughout the day and provides a wide range of books and stories to complement each planned activity, both indoors and outdoors.
- Partnerships with parents are strong. She uses this information to begin planning activities from the start that she knows children will enjoy. The childminder gathers information about the children's routines, likes and dislikes. Parents are kept informed of the day-to-day events and know how their children are progressing. Parents are very positive about the care and learning the childminder provides. They comment that their children have grown in confidence and appreciate the progress their children have made.
- The childminder appropriately evaluates her setting. She keeps her understanding of childcare and practice up to date. The childminder undertakes training to develop her knowledge and skills, and she links with other childminders to gain new ideas. Through her reflective practice, she has made worthwhile improvements. For example, she recently created a sensory room to help enhance children's sensory experiences, fine motor skills and communication and language development.

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:

- strengthen interactions during children's spontaneous play to help build on what they already know and can do.

Setting details

Unique reference number	2683513
Local authority	Kent
Inspection number	10376137
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 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Margate, Kent. She offers care Monday, Tuesday, Wednesday and Friday, from 7.30am until 6pm, all year round. The childminder receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Kimberley Luckham

Inspection activities

- The childminder showed the inspector around her childminding setting to understand how the early years provision and the curriculum are organised.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A sample of documents was reviewed by the inspector, including suitability checks and a paediatric first-aid training certificate.
- Parents' views were taken account of by 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.

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