

Childminder report

Inspection date: 11 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

Children are happy and confident in the childminder's welcoming and inviting home. The childminder successfully implements a challenging curriculum that helps keep children interested to learn. For example, she builds on children's interests of learning about how things work. She teaches children about the concept of density of water as they discuss and explore items that will sink and float. Children learn that salt increases density. Therefore, saltwater helps make things float, and this is why large ships sail on top of the water and do not sink. Children are fascinated in their learning as they are excited to explore the concept through science experiments.

The childminder teaches children about the importance of maintaining a healthy lifestyle. For example, children talk about sugar content of foods and the impact this can have on their bodies and teeth. The childminder supports children to gain good physical skills. This includes smaller physical movements. For instance, they use tongs to transport small items between containers. The childminder teaches children new words and meanings, such as learning about the concept of density as they explore water. Children are keen to communicate their ideas and thoughts and listen to each other intently.

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

- The childminder knows all individual children well. This includes their likes and dislikes. This helps her to plan activities she knows will support them to build on their skills and knowledge even further. All children have a positive attitude towards their learning and make good progress. This includes those who have special educational needs and/or disabilities (SEND).
- The childminder establishes positive and trusting relationships with all children. This helps children to feel settled and at complete ease in her company. Children seek out to her for hugs and enjoy having discussions with her. They listen to the childminder and remain intrigued by her interesting and knowledgeable conversations.
- Overall, children are engaged in their learning experiences and are happy and safe. However, on occasion, the childminder is less aware of when it would be beneficial to step in and further engage children in their learning opportunities more promptly during larger-group activities.
- The childminder successfully establishes positive partnerships with parents. She communicates with parents daily and shares concise information about what children have enjoyed learning and what they will be learning next. The childminder shares helpful tips with parents, such as activity ideas that may support their children at home. She provides a good consistent link between the setting and children's home.

- Overall, children behave well and are polite. However, the childminder does not consistently provide children with a clear explanation of why they are being asked to stop an action. For example, they are politely asked to stop swinging on their chair at mealtimes. However, there is not consistently a clear explanation as to why this is being asked of them. Therefore, some children do not fully understand the expectations of their behaviour.
- The childminder evaluates daily. She considers how well children have enjoyed the activities and how she will continue to enhance her practice. The childminder works very closely with another childminder who she regularly shares ideas with. The childminder monitors the quality of care and teaching they provide children and uses her findings to support her future performance.
- The childminder carries out independent research and training to keep her knowledge up to date. For instance, she has recently learned about how to support children to develop their communication skills using signing. As a result, the childminder supports all children to communicate, including those with SEND well.
- The childminder ensures that her practice is diverse and inclusive. She teaches children about the wider world around them. This includes developing children's knowledge of other cultures. For example, children learn about other countries traditional music and dance. This includes participating in Scottish, Irish and Nepalese dancing.
- The childminder has good safeguarding knowledge and completes regular training to ensure that her knowledge is current. She teaches children how to stay safe. For example, children use equipment such as knives to cut up their own snacks safely.

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:

- develop awareness and fully understand when children would benefit from more swift interactions
- support children to fully understand the expectations of their behaviour.

Setting details

Unique reference number	2684502
Local authority	Kent
Inspection number	10260239
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She is located in Tunbridge Wells, Kent. The childminder cares for children from Monday to Thursday, from 7.30am to 6pm, all year around. The childminder holds a relevant early years qualification at level 4. She works closely with another childminder, who holds a relevant early years qualification at level 3, and she has an assistant. The childminder receives funding to provide free early education for children aged one, two, three and four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The childminder carried out a learning walk with the inspector where the impact of the quality of interactions were assessed. The learning opportunities she provides children were discussed and reviewed.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address.
- During the inspection, the inspector spoke to the childminder and the children at convenient times. Written feedback from parents were reviewed. The inspector considered all views shared.

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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