

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

The childminder provides children with a secure and trusting environment in which they are confident and happy to learn. The childminder successfully implements a motivating curriculum that helps keep children engaged in their learning. For example, he teaches children about their senses. Children learn about how different materials feel and are engaged in exploring lentils. He teaches children early mathematical skills, as they count as they pour. Children learn about new ideas as they explore what they can see in a mirror. The childminder teaches them about the concept of reflection. Even the youngest children learn about the world around them and how things work.

The childminder is a positive role model, and children are polite and behave well. For instance, even the youngest children are caring and kind to each other as they pass each other a tissue for their nose. The childminder encourages children to develop their physical skills. For example, they enjoy using see-saws to explore balance. He teaches them new skills, such as how to kick and throw in ball games. The children develop a good understanding of the importance of healthy routines. For instance, children wash their hands with independence before mealtimes.

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

- The childminder establishes positive and trusting relationships with all children. He fully understands children's traits and what makes them unique. Children enjoy the company of the childminder. This is demonstrated when children giggle at him enthusiastically being a 'horse' and ask him to repeat his actions in delight.
- All children have a positive attitude towards their learning and are encouraged to develop skills to support their future. For instance, even the youngest children are independent. They choose their own play and complete their own tasks with confidence.
- Overall, the childminder's teaching skills and knowledge are strong. However, on occasion, there are minor inconsistencies in some practice. This includes providing children with more consistent interactions and opportunities to communicate their ideas and build on their speaking and listening skills even further. The childminder does not consistently highlight and address the minor weaknesses of their teaching to enhance children's already good learning experiences.
- The childminder establishes positive partnerships with parents and keeps them fully informed about their children's day and their achievements. For example, he shares regular photos and videos of what children have enjoyed doing. He encourages parents to share children's achievements from home. The childminder uses key information to support his plans. This helps provide

children with a consistent approach to their shared care and learning.

- The childminder builds and maintains good partnerships with other professionals. For example, he liaises closely with staff at settings that children also attend. They share children's next steps and progress. This helps provide children with a high level of consistency between the two settings they attend.
- The childminder evaluates his practice daily with his co-childminder who he works very closely with. He considers how well he engages children and what could be done different next time. The childminder and his co-childminder observe each other and provide constructive feedback on the quality of practice and teaching. The childminder uses helpful feedback to support his future plans.
- The childminder carries out independent reading and research to keep his knowledge up to date. The childminder has recently carried out beneficial training. For example, he has recently learned about how to support individual children and their individual needs, such as introducing visual aids. As a result, the childminder supports all children to make good progress, including those with special educational needs and/or disabilities.
- The childminder supports children to understand and respect other people's similarities and differences outside of their own communities and experiences. This includes traditions and languages of other countries. For example, he teaches children key words, such as 'hello', in Portuguese, and children learn about Portuguese traditions, such as their carnival celebrations.
- The childminder teaches children how to stay safe when on trips and outings. For example, children talk about the rules of how to cross the road safely. They recap the rules of 'stop, look and listen' with confidence.

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:

- recognise and address minor weaknesses in teaching confidently to continue to enhance the overall quality of education.

Setting details

Unique reference number	2684528
Local authority	Kent
Inspection number	10260241
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 round. The childminder holds a relevant early years qualification at level 3. He works closely with another childminder, who holds a relevant early years qualification at level 4, and he 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 inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities he provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder shared written documentation with the inspector. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and the children at convenient times and reviewed written feedback from parents and considered their views.

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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