

Childminder report

Inspection date: 23 April 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children are very happy and confident in the childminder's welcoming and inviting setting. The childminder has a good knowledge and understanding of how she implements her motivating curriculum, which challenges children's thinking and enhances their enjoyment in learning. The childminder builds on children's interests well. For example, when they are interested in an aeroplane, the childminder teaches them about new concepts. Children learn new words and facts. For example, they talk about aviation and learn that pilots fly aeroplanes. They go on to learn about birds and how they migrate when the climate changes. Children learn about the natural world around them.

The childminder is a positive role model. She teaches children about the expectations of their behaviour. Therefore, children are polite and behave well. Children learn about the importance of healthy lifestyles. For instance, they talk about the importance of keeping hydrated after exercise. Children learn how to move their bodies in different ways to develop their physical skills. For example, they negotiate space with confidence as they jump like a kangaroo and stamp like an elephant. Children communicate with confidence. This includes sharing their ideas during role play when they become 'waiters' in their 'restaurant'. The childminder teaches children new words to extend their vast vocabulary. This is demonstrated when they talk about the savannah when exploring different animals and their habitats.

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

- The childminder has made significant improvements since her last inspection. For example, she has reviewed potential risks and made her practice safe and robust. As a result, the childminder helps support children to understand how to keep themselves and others safe. For instance, children know what to do in the event of an emergency and talk about when and how they would contact the emergency services.
- The childminder establishes positive relationships with all children. She knows children's individual personalities and abilities and makes plans unique to them. This helps the childminder plan activities and experiences that she knows children will enjoy. As a result, all children have a positive attitude towards their learning and make good progress, including those who speak English as an additional language.
- Children are very settled, and it is evident that they enjoy the company of the childminder. For example, they excitedly laugh and giggle as they play together.
- Overall, the childminder supports children well to prepare for their future learning. For instance, children use mathematical language as they play with confidence, and they build meaningful friendships. However, on occasion, the

childminder is too keen to complete tasks children are capable of doing themselves. Therefore, children do not have consistent opportunities to build on their skills even further.

- The childminder evaluates her practice daily. She reflects on what went well and what she could do differently next time. She uses her findings to support her future plans. The childminder is keen to build on her knowledge and skills and completes regular training beneficial to her practice. For example, she has learned about the different ways to support children to manage their feelings and emotions. This has helped all children to learn how to behave well.
- The childminder successfully establishes positive partnerships with parents. They speak highly of her. They comment that they would highly recommend her and feel their children are thriving in a wonderful and nurturing environment. The childminder communicates with parents daily and shares regular photographs and information about their children's achievements and what they will be learning next. The childminder keeps parents well informed. For example, she shares useful tips, such as advice on how to keep children safe online.
- On occasion, the childminder communicates with other professionals involved in children's progress. However, this is predominantly via parents. Therefore, the childminder has not yet established effective ways to enhance the partnerships directly with staff at settings children also attend to strengthen the consistency of their shared care and learning.
- The childminder ensures her practice is diverse and inclusive. Children learn about other peoples' similarities and differences outside of their own communities and experiences. This includes other countries, cultures, languages and religions. For example, children learn about the traditions of Jewish beliefs.

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:

- extend children's opportunities to complete tasks with more independence to build on their skills to support their future learning
- establish partnerships with staff at settings children also attend to strengthen the quality of consistency of children's shared care and learning experiences.

Setting details

Unique reference number	2687884
Local authority	Kent
Inspection number	10359702
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 July 2024

Information about this early years setting

The childminder registered in 2022 and is located in Herne Bay, Kent. The childminder cares for children from Monday to Friday and every other Saturday from 8am to 6pm, all year around. The childminder receives funding to provide free early education for children aged one, two and three 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 she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and 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.

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