

Childminder report

Inspection date: 10 January 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 develop close relationships with the childminder. They feel safe and secure in her care. Children happily explore the range of good-quality resources on offer. This helps to promote their independence and allows them to follow their interests.

Children engage enthusiastically with a variety of stories and songs, supported by the childminder. For instance, they enjoy pulling puppets and props out of a bag to help them decide which nursery rhyme to sing. Children are motivated to learn. They benefit from the questions the childminder skilfully asks to help focus their attention. For example, children decide if the river is 'calm' and 'smooth' or 'choppy' before they sing, 'Row, Row, Row The Boat'. This builds on their growing vocabulary. Children eagerly anticipate key phrases in familiar stories, such as 'The Three Little Pigs'. They confidently fill in the gaps that the childminder leaves with repeated refrains, such as 'I'll huff and I'll puff and blow the house down'. Children fully engage with the story and narrative.

Children's behaviour is good. They look at a 'feelings flower' made by the childminder to talk about different emotions they may feel in a range of situations. For example, children learn it is normal to feel excited at the park. This supports their emotional well-being.

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

- The childminder plans a seasonal activity to teach children about the features of winter. For example, children watch arctic animals appear from blocks of melting ice, such as an arctic fox and a polar bear. The childminder models observational and investigative skills. For instance, she draws children's attention to the ice melting more quickly when salt and warm water are added. Children learn about the natural processes of the world around them.
- The childminder uses a variety of songs to support children's physical development. For example, children join in the actions to 'Simon Says' and 'Head, Shoulders, Knees And Toes'. They gain greater control over their bodies and movements. Children listen attentively to songs and freeze when instructed to stop. Additionally, children enjoy hopping around the room to 'Little Bunnies'. The childminder encourages them to hold out their arms to improve their balance. They develop good physical coordination and body awareness.
- The childminder teaches children mathematical skills. For instance, older children accurately work out the quantity of objects when one item is added or taken away. However, the childminder does not always recognise when children can already do the things she wants them to learn, in order to move them on to something new. Therefore, the curriculum for mathematics is not ambitious enough to extend their learning further.

- Children grow in independence with the childminder's support. They begin to manage their own personal care routines, such as toileting and handwashing. The childminder involves children in managing some tasks for themselves. For example, children use a safety chopper to cut up their fruit at snack time. The childminder shows them how to hold the fruit still and handle tools safely. Children develop useful life skills.
- The childminder takes children on regular outings in the local community. For instance, they visit the local toddler groups and rhyme time at the local library. Older children have plenty of opportunities to socialise with their peers and form new friendships. This supports their social development in preparation for starting school.
- The childminder has built positive relationships with parents. For example, she regularly exchanges information with them about the daily activities and their children's interests. This successfully supports their learning at home. However, the childminder does not gather precise information about children's learning and development from parents when children start. Therefore, children do not always benefit from plans that closely focus on their individual learning needs from the outset.
- The childminder seeks support from the local authority and networks with other local childminders to share good practice. She also focuses on her own professional development to develop her knowledge further. For instance, the childminder participates in speech and language training to enhance her ability to support all groups of children, especially those learning English as an additional language. This commitment significantly raises the quality of her teaching and outcomes for children.

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 support for children's mathematical development to extend their learning further
- gather precise information from parents before children start to inform the curriculum and support children's individual learning from the outset.

Setting details

Unique reference number	2697835
Local authority	Kent
Inspection number	10368482
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	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Dartford, Kent. She opens her service from Monday to Friday, 8am to 5pm, all year round. The setting offers government funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder evaluated two activities.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Parents shared their views about the childminder's service with the inspector.
- 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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