

Childminder report

Inspection date: 17 June 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

All children appear very happy, settled and confident in the childminder's warm and welcoming setting. The childminder has a good knowledge and understanding of how she implements her motivating and challenging curriculum to help keep children motivated to learn. For example, children learn to play musical notes on interesting instruments, such as the keyboard and viola. The childminder builds on children's interests well. For example, when they are interested in fish, they go on to choose their own fish on a trip to the local garden centre, name them and take pride in learning how to look after them.

The childminder is a positive role model. Children are polite and behave well. Children learn how to move their bodies in different ways to develop their physical skills. For example, they carry out interesting activities, such as yoga. Children communicate their ideas and thoughts with confidence. The childminder teaches children new words to extend their vast vocabulary. This is demonstrated when they talk about rhythm and genres as they dance to a wide range of music. Children learn to be creative in interesting ways. They explore patterns in paint, such as using cars and pebbles. Children paint to music on a large scale, developing their large physical skills. Children enjoy collecting items, such as flowers, and learn how to dry them out and make art with them.

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

- The childminder establishes heartwarming relationships with all children. She is calming and warm and children respond to her positively. The childminder knows children's individual personalities, including their likes and dislikes. She plans accordingly to ensure she helps children stay motivated to learn. Children have a positive attitude towards their learning and make good progress.
- The childminder successfully establishes good partnerships with parents. She keeps them informed of their children's learning, including their achievements and next steps in their development. The childminder communicates with parents daily and shares regular photos and activity ideas that they may enjoy sharing at home together with their children. Parents speak highly of her and deem themselves lucky to have her in their lives.
- Overall, the childminder supports children well to prepare for their future learning. For instance, children are independent. This includes choosing their own play. However, the childminder does not swiftly recognise and build on children's interest in mathematics as they play to build on their developing mathematical skills even further. For example, she does not encourage further learning of exploring colour when children explore colour mixing activities. Therefore, children do not have consistent opportunities to build on their skills to support their future learning and eventual move to school even further.

- The childminder builds and maintains positive partnerships with staff at settings children also attend. She helps provide children with a good consistent approach to their shared care and learning. For example, she routinely communicates with staff to share children's achievements and next steps in their learning.
- The childminder evaluates her practice daily. She reflects on what went well and what she can further enhance. The childminder uses her findings to support her future plans. She is keen to build on her knowledge and skills and completes regular reading and research to enhance her practice. For example, she learns new and motivating activity ideas that she knows will interest children and support their engagement and enthusiasm for learning.
- Overall, the childminder supports children to develop some good understanding of healthy lifestyles. For example, children know to wash their hands before mealtimes, and she provides regular physical activity. However, there is scope to deepen their understanding by discussing the reasons behind these routines more explicitly to strengthen children's awareness of health and well-being even further.
- The childminder ensures her practice is inclusive. Children learn about other peoples' similarities and differences outside of their own communities and experiences. This includes other countries and cultures. For example, children learn about and listen to instruments and music from around the world, such as Jamaican steel drums.

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 children's understanding of the importance of consistently following good health and hygiene routines
- swiftly recognise and build on children's interest of mathematics as they play to support their future learning even further.

Setting details

Unique reference number	2703087
Local authority	Kent
Inspection number	10388424
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and is located in Broadstairs, Kent. The childminder cares for children Monday to Friday from 8.30am to 4.30pm, all year round. The childminder receives funding to provide free early education for children aged 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 the childminder provides children.
- The inspector and childminder carried out a joint observation on a large creative activity, focusing on supporting children to understand their emotions.
- 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.

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