

Childminder report

Inspection date: 20 May 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 offers a warm and homely setting. Children show that they feel welcome and comfortable in the childminder's care. She gets to know children well. Children learn how to take steps to support their own well-being. For example, the childminder teaches children to take big deep breaths to support their own physical and emotional well-being.

The childminder provides children with a range of learning opportunities as part of her curriculum. Children show a good range of skills that they have learned. For example, they demonstrate their physical skills as they balance on beams in the garden. They learn to count and begin to recognise numerals to show their developing mathematical knowledge. The childminder is a good role model for children. With support, children learn how to take responsibility, such as tidying up the toys after they have finished playing. Children's behaviour is good and they learn about the needs of others. For example, the childminder explains to older children about the differences in the behaviour of younger children. The childminder provides nutritious homemade meals for children to enjoy. She uses these times to promote a range of skills, such as hand washing, good manners and serving their own food. Children demonstrate these skills well.

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

- The childminder works well with parents to support children's development. For example, she has good regular ongoing discussions about children's care and learning. Parents comment that their children like going to play with the childminder and that she plays an important role in their lives.
- The childminder plans activities for children based on her observations of children's play. For example, she knows that children in her care like to play with water and enjoy pouring. However, at times, the sequencing of the curriculum to support more specifically the most important skills children need to learn next is less well developed. This means that some of the activities do not always focus on what is best for children to learn next to support their progress.
- Children benefit from learning opportunities in the local community to help them gain a wide variety of social experiences. For example, the childminder plans trips to the local library and to a play group, among others. Children have the opportunity to play and interact in larger groups of children. This supports their confidence and interactions with others well.
- Overall, the childminder has good verbal communication to support children's language development. For example, children learn that peonies are a type of flower through discussions with the childminder. However, the childminder has not considered broader ways of supporting children's communication and language development for those whose speech is less well developed. This

means that, occasionally, children have fewer opportunities to develop their communication and language skills more rapidly.

- Children develop positive attitudes towards learning. The childminder understands how to provide activities to help children to engage and explore. She offers different materials to support children who may have different learning preferences. For example, children become engrossed in mixing materials together. They learn how textures change when rice and play dough combine, which creates further interest in children's play.
- The childminder builds close relationships with children. They settle easily in her care and go to her for comfort and support when needed. The childminder knows how to support children's emotional well-being effectively. For example, the childminder knows their individual preferences for comforters and what strategies work well to help settle children.
- Children learn a good range of skills to support them to move on to their next stage of learning at pre-school or school. The childminder helps to boost children's confidence. For example, she praises children for their efforts in blowing bubbles, and they animatedly talk about them floating away in the garden.
- The childminder skilfully teaches children about their own safety in nature. For instance, the childminder talks to children about what bees are doing around flowers and tells children not to go too close. Children learn that bees collect nectar and that they are busy doing their own work.

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 the curriculum planning and sequencing to identify more precisely what it is that children need to know next
- enhance skills in supporting all children to build further on their communication and language skills.

Setting details

Unique reference number	2710020
Local authority	Medway
Inspection number	10380344
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Walderslade, Kent. She offers care for children from Monday to Friday, from 7am to 7.30pm, all year around. The childminder holds a relevant early years qualification at level 3. She is registered to provide funded places for childcare.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their written feedback of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder talked about a joint observation of the children's learning.

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