

Childminder report

Inspection date: 3 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of this knowledgeable, caring childminder. She plans an effective curriculum that is sequenced and builds on what children know and what they need to know next. She makes learning fun. For example, when exploring colour mixing, children paint their hands in different colours and rub them together to make a new colour. They excitedly call out the new colour they have made and plan what colour they want to try and make next. These experiences help children make good progress in their development.

Children behave well. They follow the rules and boundaries the childminder sets. Children know the expectations. For example, they take their shoes off when they come in the house. The childminder is a good role model. She demonstrates good manners and children, in turn, are polite and respectful. They develop an understanding of right and wrong and of acceptable behaviour.

Children are developing good physical skills. They use their large muscles to run and balance when playing in the garden. Children develop their smaller hand muscles during a range of activities, such as when they use tongs to pick up dried flowers in the mud kitchen and use a spray bottle to water the plants. These experiences help children to strengthen the muscles in their hands in readiness for writing.

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

- The childminder uses assessment well. She observes children during play and uses the information she has gained to plan. This includes adding resources and activities to the environment to support children's next stage of development. The childminder understands that not all children learn in the same way, so she teaches in different ways to achieve the same goal. For example, she teaches children how to put their coats on using different methods. This has a positive impact on the outcomes for all children.
- The childminder supports children's mathematical development well. She counts during the session, such as when threading, and uses positional language when playing. The childminder uses every opportunity to incorporate learning. For example, she introduces 'quarters' and 'halves' when cutting sandwiches at lunchtime. These experiences help give children a secure base knowledge of mathematics.
- The childminder has lots of conversations with children during the day. She introduces them to new words, such as 'juicy' when talking about strawberries. When looking at their name, she has started to say the letter sound to support them when they start to read. However, she sometimes does not allow children time to respond during conversations, which does not give them the opportunity

to share their views.

- Children are developing a love of books. The childminder makes sure they are easily available for children to freely choose from. The childminder makes listening to stories exciting. For example, when reading, she changes her voice for the characters and misses out words in popular phrases. Children shout out the missing word, fully engaging with the story. Children visit the local library. They choose their favourite book to borrow and read at the childminder's house. These experiences support children's early literacy.
- Children benefit from trips into the local community. They attend different groups to help build their social skills. The childminder teaches children about diversity. For example, she plans activities to help children learn about Diwali, such as food tasting and making lanterns. These experiences help children gain an understanding of the world around them.
- The childminder places a high priority on developing children's independence. Children choose when they wish to eat and what snack they would like. The childminder sets up the play environment so children can freely select from a range of resources, indoors or outdoors. This allows children to make choices and decide where they wish to play.
- The childminder makes effective use of self-evaluation. The childminder and her assistant review the play environment daily to ensure it meets the needs of the children who attend. The childminder offers her assistant regular supervision and training courses to help enhance her practice. The childminder values her own professional development. She has attended a number of courses and uses the knowledge gained to continually improve outcomes for children.
- The childminder works well in partnership with parents. She shares daily information with them about their children's day, giving them ideas on how to continue their learning at home. Parents comment how happy they are with the childminder and the progress their children have made since they started.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest 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 use of communication strategies.

Setting details

Unique reference number	2712010
Local authority	Medway
Inspection number	10380345
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 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Gillingham, Kent. She operates on Monday to Friday, from 7am to 7pm, all year around. She occasional works on Saturdays. The childminder receives funding for eligible children aged from nine months to four years. The childminder works with an assistant.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- The childminder showed the inspector around her home and discussed the early years curriculum.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector reviewed written testimonials from parents during the inspection.

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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