

# Childminder report

---

Inspection date: 29 July 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder has implemented secure settling-in procedures to ensure that the children feel safe and secure in her home. She has established close bonds with the children, who enjoy a comforting cuddle during the day before resuming their play.

The childminder clearly communicates her expectations for behaviour using age-appropriate explanations. For example, she makes good use of a sand timer to support older children as they learn how to share and take turns. As a result, children negotiate with friends and remind each other when it is their turn.

Children have good opportunities to develop their independence. For instance, the childminder reminds the children to put on their shoes before going outside to play. She allows them time to do this and provides gentle guidance throughout the process. This helps children to manage their personal needs and develop life skills.

The childminder recognises the importance of providing children with an engaging curriculum that offers daily opportunities to practise their physical skills. For instance, the children go in the garden to run around and ride on bicycles as they develop an awareness of how their bodies move and the space around them. The childminder takes the children to local parks to use the larger climbing equipment. This helps to enhance children's coordination and balance as they develop their physical health and well-being.

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

- The childminder frequently takes the children on outings to explore local attractions and learn about their local community. For instance, the children attend various playgroups to interact with their peers. These experiences help them to develop their social skills.
- The childminder has high expectations for all children's behaviour and has established clear rules and boundaries. This provides children with consistent messages to help them recognise emotions and learn how to be kind to their friends. The children's behaviour is good and appropriate for their age.
- The childminder provides children with a variety of resources to support their imaginative play. For instance, the younger children chatter away on the play telephone, while older children plan an elaborate picnic banquet. They take turns to be the chef and waiter as they prepare an array of different dishes. The childminder talks to the children about healthy foods as they participate in role play with peers.
- The children excitedly explore the sensory activities available. For example, the childminder encourages the children to investigate the different textures of the gloop. They demonstrate how to scrape the hardened gloop from the base of

the tray and shape it into a ball. The younger children are fascinated as the texture changes, and the ball disappears and the gloop drips between their fingers. The childminder encourages the children to compare the textures. However, at times, teaching does not sufficiently challenge the most-able children's knowledge and thinking skills to ensure all children make the progress they are capable of.

- The childminder reads stories and engages children in conversations to help support them to develop their language skills. For instance, she talks about the characters in the book and the materials the pigs are going to build their house from. The childminder recognises the importance of extending children's vocabulary to help them make good progress as they develop their knowledge and understanding of the world around them.
- Music has a strong focus within the childminder's curriculum. She effectively incorporates technology to enrich the children's interests in dance. For instance, she provides a large walk-on electronic keyboard for children to create music. They jump and twirl on the keys and listen to the sounds they make. However, during some activities, older children tend to become boisterous and overly enthusiastic, which can distract the younger children and cause them to lose focus on their chosen activities.
- The childminder has formed strong partnerships with parents. She keeps them well informed about their children's learning and development. For example, she shares information in a variety of ways, including face-to-face discussions, photographs and messages on secure social media. Parents speak highly of the service the childminder provides.
- The childminder regularly reflects on her practice and completes training to build on her existing knowledge and skills. She has built relationships with other local childminders, collaborating and exchanging ideas to ensure she provides the best possible care for the children and their families.

## 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:**

- build on opportunities to challenge the most-able children to extend their learning even further
- minimise distractions to help support younger children's focus and concentration.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2716740                                                                           |
| <b>Local authority</b>                             | Medway                                                                            |
| <b>Inspection number</b>                           | 10399772                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023. She lives in Gillingham, Kent. The childminder operates Monday to Friday, from 7am to 5pm for most of the year. She holds a relevant early years qualification at level 3. The childminder provides government funded early education places for children aged from nine months to four years.

## Information about this inspection

### Inspector

Sara Garrity

### Inspection activities

- The childminder and inspector completed a learning walk and the childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a messy play activity with the childminder.
- The childminder provided the inspector with a sample of key documentation, including paediatric first-aid certificate and training certificates.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025