

Childminder report

Inspection date: 8 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 provides a caring and relaxed 'home-from-home' environment. She embraces the children with warm and sensitive cuddles when they arrive. The childminder ensures she meets children's needs straight away, providing exciting resources for play in the morning and a healthy home-cooked lunch for those arriving in the afternoon. Children are happy and settled right from the start, forming close bonds with the nurturing childminder.

The childminder communicates well with families and ensures she gains a good understanding of each child. She takes time to learn about their likes and dislikes and what they are currently interested in. The childminder weaves the children's interests into her planning, and this supports children to be excited and engaged in the experiences on offer. For example, children intently focus on painting different types of shells after enjoying a recent visit to the beach.

Children take part in a range of planned experiences, while also enjoying the freedom to make choices themselves. The childminder listens to the children and allows them to take the learning in the direction they choose. For example, while painting shells, older children delight in exploring painting their hands and learning how to make a hand print. The childminder ensures she supports all areas of development, and all children make good progress in her care. She supports them to become confident, independent and interested in the world around them.

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

- The childminder provides a language-rich environment. Children regularly enjoy singing and story time. The childminder narrates play as she engages alongside children and introduces new vocabulary. For example, younger children learn the words 'big' and 'small' when making pictures, while older children learn the word 'swirly'. Furthermore, the childminder uses the outdoor space to encourage children to listen to the sounds around them. Children exclaim and point to the sky when they hear an aeroplane and excitedly recognise the sound of motorbikes and birds.
- The childminder knows what she wants the children to achieve during their time in her care. She gathers information from parents about their children's abilities and uses her own ongoing assessments to check children's progress. However, the childminder does not always identify precise, targeted next steps in children's development. This means that although children enjoy the activities, they are not consistently being challenged to build on what they already know and can do.
- Children behave with kindness and consideration to their peers. The childminder is a good role model for children, and she often provides gentle reminders

throughout the day about her expectations. She uses lots of praise and encouragement to support children to build peer friendships. Young children run to their friends and excitedly babble as they arrive. They wait for their friends to go in the garden and they tenderly hold out a dandelion for their friends to blow.

- The childminder supports children well to develop early independence skills. Children are encouraged to make their own choices about what they want to play with. They are keen to get their own shoes, go to the bathroom to wash their hands before having food and feed themselves at mealtimes. This builds their confidence and raises their self-esteem.
- The childminder creates opportunities for children to increase their social skills and become confident in larger settings. She takes them to local groups and meets up with other childminders. This supports them to bond with children of different ages and learn how to build friendships.
- Partnerships with parents are strong. The childminder sends updates and communicates regularly with parents to share their child's progress. Parents say they appreciate the ideas given to further extend their children's development at home. The childminder works alongside parents to provide a continuity of care, such as to mirror sleep routines and support potty training.
- The childminder is a reflective practitioner. She consistently assesses her provision to ensure that she provides an environment that meets the needs of each child. The childminder recognises the importance of speaking with local childminders and the local authority advisor to seek and share support and advice. This ensures she keeps her knowledge up to date and enhances the care and learning she provides.

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 arrangements for identifying focused and precise next steps for children's learning to consistently build on their knowledge and skills.

Setting details

Unique reference number	2720935
Local authority	Kent
Inspection number	10392264
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 1
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Ashford, Kent. She operates on Monday, Tuesday and Thursday from 7.30am until 5pm, most of the year. She provides funded places for children aged from nine months. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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