

Childminder report

Inspection date: 13 March 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 have strong bonds with the kind and caring childminder. They feel at home and show sustained levels of concentration at activities that interest them. For example, children spend periods of time exploring inset puzzles, using trial and error to make the pieces fit. Children show delight when they achieve what they have set out to do and are keen to share this with the childminder.

The childminder has developed an ambitious curriculum. It succinctly builds on what children already know and can do. At present, the curriculum has a focus on children's communication and language, personal, social and emotional development and physical skills. Children's interests are carefully weaved into activities to support their development and keep them motivated. All children are making good progress from their starting points.

The childminder acts as a positive role model to children. Children learn to manage their emotions and the skills required to play cooperatively with their friends. The childminder has a good understanding of child development and what is age and stage appropriate. For example, she is consistent with using simple phrases such as, 'kind hands' to remind children about their behaviour. When children become overwhelmed, the childminder is skilled at being able to distract and direct children to something else that interests them. This supports children in having time to regulate their emotions and how they are feeling.

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

- The childminder demonstrates good leadership and management skills. She regularly reflects on her practice and seeks to improve her knowledge. For instance, she utilises research to enhance her curriculum and skills. Additionally, she collaborates well with assistants, offering support and guidance to help them continually improve and develop in their role.
- The curriculum for communication and language is a strength of the childminder. She understands the importance of stories and rhymes in developing children's speech. Children hear a wide range of vocabulary as they play. For instance, as children role play doctors, they are introduced to words such as, 'thermometer' and 'temperature'. Furthermore, children have developed a love of books. They show they have favourites and can skilfully recall repeated refrains from 'The Gruffalo'.
- The childminder's curriculum for mathematics is good. She skilfully weaves number language into everyday activities and children's play. For example, the childminder encourages children to count the number of circles as they place them onto the stacker. She supports children to count each item individually and provides them with consistent praise, which builds their self esteem. Children

then model their understanding of number in their play. This helps children to develop a strong foundation in early mathematics.

- The childminder gathers information about what children already know and can do from parents, to help provide learning experiences that will build on their current levels of development right from the outset. The childminder is organised and carefully plans a good range of activities that support children's interests and stages of development. Children benefit from activities which capture their curiosity and enthusiasm for learning. However, at times, the childminder does not maximise the opportunities help children develop high levels of independence in their play. For example, children often rely on the childminder to decide what resources to play with, rather than making choices for themselves.
- Children enjoy the daily opportunities to play outside in local parks, which supports their physical development. Younger children learn to coordinate their movements using their core strength as they develop their skills to balance, pull themselves to standing and eventually walk. Children develop good hand-eye coordination from an early age. For example, they build towers, and mark make on large paper. Furthermore, children have regular opportunities to explore their local environment and learn about their local community. They visit the woods, the community centre and the library. These trips complement the ambitious curriculum.
- Parents are fully included in their children's journey with the childminder. The effective settling visits provide opportunities for parents to share their children's routines and current levels of development. Daily handovers, regular messages with photos and contact books outlining the care routines, further support positive relationships. The two-way flow of information between the childminder and parents helps embed children's learning across all environments.

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 opportunities for children to make their own choices and decisions to further enhance their independence.

Setting details

Unique reference number	2723204
Local authority	Kent
Inspection number	10383708
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
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 lives in Paddock Wood, Kent. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and currently works with one assistant who is unqualified. She receives funding to provide care for eligible children aged nine months to four years.

Information about this inspection

Inspector
Kelly Southern

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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