

Childminder report

Inspection date: 12 June 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 children with a calm and safe environment. She works hard to build secure attachments with them and provides plenty of reassurance and comfort. This helps children separate from their parents with confidence. Children are eager to come in and play with their friends. The childminder organises her space so that children can make their own choices. She encourages them to ask for what they want and quickly responds to their needs. For example, children request stickers to make a Father's Day card. This prepares them to be independent learners and make the transition to school with confidence.

The childminder knows the children well and assists them in making good progress. She challenges their learning effectively. For instance, she teaches them the names of different vegetables, flowers and herbs they grow in the garden.

Overall, the children behave well. The childminder teaches strategies for self-regulation. She is a positive role model and explains that they should ask for a toy rather than snatch it. When children become upset, she gently discusses their feelings with them. The children are developing good social skills and learning to manage their behaviour.

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

- The childminder considers how to deliver a curriculum that follows children's interests. For example, she has introduced daily yoga sessions for children. This gives them time to relax after a busy morning of playing and transition into lunchtime. Children follow instructions as they curl up like snails and stretch their arms above their heads like giraffes. They learn about their bodies and how to move in various ways.
- The childminder understands the importance of helping children develop their independence skills. For instance, she has taught them how to wash and dry their hands without help. Children talk about removing the germs as they use soap. However, sometimes, when children find things too tricky, the childminder quickly intervenes. She solves problems for the children instead of helping them to try for themselves. This approach does not consistently develop their problem-solving skills.
- Children enjoy the time they spend outside. The childminder has created an accessible space for children to explore the natural world around them. They search for 'Leonard', the frog that lives in the garden. Children discuss the habitat they have created for him and explain that frogs need to live in damp, dark places. The childminder is helping children learn about life cycles through the hands-on experiences she provides.
- The childminder introduces mathematics to the children in fun and interesting

ways. For instance, she hides numbers in the sandpit for children to dig and discover. Children practise their counting skills with support from the childminder. This exposure means children hear numbers and try counting from a young age.

- The childminder works hard to build relationships with the families she cares for. She shares information about children's learning and development so that they know how to support children at home. However, the childminder has not yet established effective partnerships with other settings that children attend. This means there is no consistent approach to sharing information with other professionals.
- The childminder has robust procedures for helping new children settle into their new environment. The childminder works hard to build respectful attachments. This helps children to feel comfortable in the setting. For example, she takes the time to get to know children before they start and keeps routines consistent. Children approach the childminder for cuddles to receive the reassurance they need. The childminder is effective at supporting children's emotional well-being.
- Parents are very positive when they talk about the childminder. They say that she is professional and nurturing. Parents explain that they receive information and photographs of their children daily. Parents appreciate her advice, such as information on healthy packed lunch boxes and toileting. This joined-up approach helps provide children with consistency in their care.

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:

- give children time to think of their own solutions to problems to help them improve their problem-solving skills
- strengthen partnerships with other settings that children attend to ensure effective information sharing, promoting continuity in their learning and development.

Setting details

Unique reference number	2726825
Local authority	Kent
Inspection number	10398615
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Canterbury, Kent. She operates from Monday to Thursday, from 8am to 5pm, during term time. The childminder holds a relevant early years qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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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