

Childminder report

Inspection date: 15 July 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 enjoy attending this welcoming and well-organised setting. They settle quickly and feel safe and secure in the childminder's care. The environment promotes their independence. It has a wide range of activities available, both indoors and outdoors. For example, during play dough activities in the outdoor playroom, the childminder introduces new tools and materials to extend children's play. Children respond positively to her warm, playful interactions. They enjoy the use of humour, which creates a happy atmosphere. They often sing familiar songs and recall past learning with enthusiasm.

The childminder delivers a well-planned curriculum. This focuses on developing children's communication and language. She encourages conversations about children's backgrounds. For example, she uses fridge magnets to spark discussions about places and things that are meaningful to children. This strengthens their vocabulary, confidence and awareness of diversity. The childminder has high expectations for behaviour. Children play cooperatively, take turns and show consideration for others. This helps them build positive relationships. The childminder responds sensitively to children's emotional needs and supports their well-being effectively.

The childminder continues to support children's emotional development and confidence as they adjust to wider social experiences. She provides a safe, inclusive environment where children are happy, confident and make good progress in their learning and development.

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

- The childminder builds strong, secure bonds with the children. This helps them feel safe, confident and emotionally supported. They readily seek her for comfort, share their needs and enjoy recalling and discussing their learning during play.
- The childminder supports positive relationships between children. She encourages them to consider each other's feelings and share resources. For example, she reminds children to offer toys to friends who have misplaced theirs, helping to build a caring, inclusive atmosphere.
- The childminder uses a variety of strategies to support behaviour and promote positive attitudes to learning. For example, she uses the 'Sleeping Bunnies' rhyme to calm children when they become overexcited. This helps them refocus. Children listen, take turns and respond well to her expectations.
- The childminder provides rich and engaging activities that capture children's interest. However, at times, the high level of adult input limits the opportunities for children to consider and build on what they already know to deepen their

learning.

- The childminder extends learning through creative play. While exploring play dough, she introduces plastic spiders and googly eyes to spark curiosity. This leads to discussion about size, shape and number, supporting early mathematics and problem-solving in a playful way.
- The childminder supports children's vocabulary development through conversation and shared reading. During book sessions, she introduces sounds such as 'r for rainbow' and 'e for egg', helping children to confidently name objects.
- The childminder promotes physical development through planned outings and activities. Children learn important skills, such as road safety, and confidently talk about looking left and right before crossing the road.
- The childminder understands how to adapt activities to meet the needs of all children, including those with special educational needs and/or disabilities. She explains how she would ensure all children are included and able to make progress, showing strong, inclusive practice.
- The childminder works with other professionals, including local childminders, to reflect on, and improve, her practice. Children benefit from mixing with familiar children on a regular basis. This helps to develop their social skills.
- The childminder builds strong partnerships with parents effectively. She uses regular updates, photos and daily conversations. These efforts clearly support and extend children's learning at home. This further enhances their overall development.

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:

- enhance the delivery of planned activities to encourage children to reflect on what they already know, make connections and build on new learning.

Setting details

Unique reference number	2730350
Local authority	Kent
Inspection number	10398801
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	2 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Kings Hill area of Maidstone, Kent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides government-funded childcare for two-, three- and four-year-old children.

Information about this inspection

Inspector

Toyin Aina

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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