

Childminder report

Inspection date: 16 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 are happy, confident and settled in the childminder's care. They have formed secure relationships with her and thoroughly enjoy their time in the setting. Children are kind and thoughtful and play cooperatively with one another. The childminder actively encourages children to learn good manners, reminding them to say 'please' and 'thank you' at appropriate times. Furthermore, she consistently praises their efforts and achievements, helping to build confidence in their abilities. The childminder encourages children to manage age-appropriate tasks to help promote their independence skills. For example, children competently tidy away toys when they have finished and learn to put on their shoes to go outdoors.

The childminder provides a broad curriculum that supports children's development across all areas of learning. She uses her knowledge of each child's current interests and abilities to plan purposeful activities that target their next steps in learning. As a result, all children make good progress from their starting points. Children benefit from a wide range of experiences. They attend playgroups that help children develop social skills outside of the childminder's home. Children visit local attractions and have good opportunities to observe nature and learn about how things grow. This helps to build children's understanding of the world around them.

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

- The childminder is committed to continuous professional development. She completes mandatory training and identifies specific training courses to support children's development. She also networks with other childminder's to keep up to date with changes and share ideas.
- Overall, children develop their language skills well. The childminder speaks clearly to children and models back the correct pronunciation of words. This helps to build their vocabulary. In addition, during play, the childminder comments on what children are doing and asks questions. However, on occasion, the childminder does not use skilful interactions to help increase their critical thinking skills. For example, the childminder asks children questions that require one-word answers. As a result, this does not help to enhance their communication and thinking skills further.
- The childminder helps children to develop their early mathematical skills well. She supports them to count, recognise colours and shapes and begin to distinguish between 'more' and 'less' and 'bigger' and 'smaller'. This helps children build the foundations for future learning.
- Children have a positive attitude to play and learning. They focus and concentrate well at their chosen activities. The childminder supports them by giving them plenty of praise and encouragement. Consequently, children

persevere and giggle with excitement as they complete puzzles successfully. This helps to develop children's resilience and self-esteem.

- The childminder promotes healthy lifestyles with children well. Children benefit from daily physical activity and frequent visits to the park where they enjoy using larger play equipment. This helps to promote children's balance and coordination. Children enjoy nutritious and healthy snacks and understand why they need to wash their hands before eating.
- The childminder supports children to learn about the world they live in. She provides regular opportunities for children to explore their community by taking them on outings and walks. Furthermore, she plans activities to reflect some cultural festivals, such as Easter, Christmas and Chinese New Year. However, opportunities for children to gain a wider knowledge about similarities and differences between themselves and others and families beyond their own are not yet fully embedded. As a result, children do not always experience opportunities to develop a deeper understanding of others whose life experiences differ from their own.
- The childminder builds positive relationships with parents. She regularly shares information with parents about their child's day and development. This helps to establish continuity of care and supports parents to build on children's learning at home. All children make good progress in their learning.

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 interactions with children to help promote their communication and thinking skills further
- increase opportunities for children to explore the similarities and differences between themselves and others, building a stronger understanding of the wider world.

Setting details

Unique reference number	2735762
Local authority	Kent
Inspection number	10399933
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 2
Total number of places	4
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 Swanley, Kent. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The childminder carried out a learning walk with the inspector and discussed how she organises the early years provision, including aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting through written feedback.

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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