

Childminder report

Inspection date:

5 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children feel very safe and happy with this attentive childminder. She helps children to build trusting relationships and understand their feelings. The childminder encourages children to be as independent as possible through everyday routines. For example, children learn to wash their hands, manage their own toileting needs and prepare their snacks, such as by peeling and cutting fruit. The childminder uses these activities to build children's confidence, responsibility and resilience.

The childminder carefully brings children's learning into daily activities. For example, when children cut fruit, she encourages them to explore whole and half pieces, compare portions and notice how two halves make a whole. Children use mathematical words naturally, which helps them understand number, shape and quantity. The childminder has a deep understanding of how children develop, and she learns about their individual needs. For example, she combines children's interests with different areas of learning and real-life experiences. The childminder provides a very stimulating curriculum and identifies any gaps in children's learning.

As part of her curriculum, the childminder provides a wide range of experiences that spark children's curiosity. She plans visits for children to community groups, farms and nature reserves. Children travel using different types of transport and explore new places. The childminder uses these activities to broaden children's knowledge, strengthen their social skills and build their cultural awareness. Children feel valued, confident and emotionally supported.

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

- The childminder supports children's communication and language development exceptionally well. She models new vocabulary effectively and gives children time to think and respond. This helps children to develop confidence in expressing their ideas.
- The childminder nurtures children's personal, social and emotional development with great care. She helps children to manage their feelings and supports them to build resilience and self-esteem. For example, children talk very confidently about their feelings and what they need.
- The childminder knows in detail about each child's individual needs, preferences and next steps in learning. She uses her observations and assessments precisely to plan activities to extend children's learning. This helps all children to make very strong progress across all areas.
- Parents and carers are very complimentary of the childminder and hold her in high regard. They say that their children continually learn through play. Parents comment on the vast range of activities the childminder provides. They state their children have made significant progress while in the childminder's care and

comment that they would highly recommend her to others.

- The childminder reflects carefully on her practice and continually seeks ways to enhance her provision. She engages in professional development to keep her knowledge up to date and improve outcomes for children. For example, she has enhanced her knowledge of using strategies to support children's individual development needs to extend their learning even further.
- Settling-in procedures are highly effective. The childminder works closely with parents to understand children's individual needs, comfort objects and routines. She provides a calm and nurturing environment. This helps children to build secure relationships and settle swiftly.
- The childminder has a clear plan for what children will learn and gives them activities that are ambitious and linked to their interests. For example, children practise recognising patterns and matching while learning to share and work together. Children stay focused, show curiosity and enjoy their learning. This is because the childminder plans activities that build on what children already know and can do.
- The childminder skilfully incorporates mathematics into everyday routines. As children sort shapes and colours in a matching game, she encourages children to explore similarities and differences. They notice how items can be grouped or paired. Children confidently compare amounts, discussing whether they have 'more' or 'less', and work out how sets can be combined or divided. Through playful conversations, children use mathematical language naturally and with purpose. These experiences support their secure understanding of number, shape and quantity in meaningful and hands-on ways.
- Children have excellent opportunities to practise language and listening skills. The childminder encourages children to think, persevere and try things for themselves. She reads stories to children, adapting pitch and tone to bring stories alive. The childminder uses props and images to enhance storytelling and capture young children's interests. This helps children to develop a love of books.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY200412
Local authority	Kent
Inspection number	10407422
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Dartford, Kent. She offers care all year round, from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Laura Hodges

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on the children's learning.
- A range of documentation was sampled, including suitability checks and children's learning records.
- The children spoke and engaged with the inspector during the inspection.
- The inspector and the childminder discussed the provision and the curriculum.

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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