

Childminder report

Inspection date: 29 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and focused when they play. They build strong relationships with the childminder. Children feel safe, show confidence and go to the childminder for comfort. This supports their emotional well-being. The childminder uses what she knows about each child to help them to talk about past events and build on their learning. For example, she talks to them about observing the life cycle of caterpillars and butterflies.

The childminder plans many activities as part of her curriculum to build children's hand-eye coordination. For example, she encourages children to carefully thread string through their butterfly artwork. The childminder also brings mathematics into children's play. For example, she teaches children to count and compare the sizes of snails they find in the garden.

The childminder places a strong emphasis on children's personal, social and emotional growth. She takes them to places in the community, such as toddler groups and soft-play areas. The childminder uses these experiences to help children to gain confidence in making friends and taking part in different social situations. She models positive behaviour and gently reminds children to use good manners throughout the day. As such, children mimic these behaviours in their play. They learn to be polite and respectful to their friends.

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

- The childminder is skilled at supporting children to develop their language and speech. When children enjoy a music and movement session, they enthusiastically follow instructions along to the music, acting as superheroes. The childminder offers children exciting opportunities to develop their listening skills. She engages in discussions about children's interests. The childminder listens to children's responses before she sensitively repeats words back. This helps children to hear words pronounced correctly.
- The childminder works closely with parents and carers. She keeps them updated on their children's progress through daily conversations and digital messages. The childminder also gives advice to help parents to support their children's learning at home, such as promoting healthy eating. This strengthens children's well-being and ongoing development. Parents are very positive about the childminder. They value the care and learning she provides.
- The childminder teaches children early mathematical concepts. For example, she encourages children to count their butterflies as they engage in a creative activity. Children explore colours as they draw, and the childminder talks to them about shape and size.
- The childminder promotes children's healthy lifestyles, which includes providing

fresh and nutritious home-cooked meals daily. The childminder prioritises children's hygiene. She supports children to wash their hands before they eat and reminds children to do this when they have been to the toilet.

- Overall, the childminder tailors activities to meet each children's needs. For example, during a creative activity, older children sit at the table and select from a range of resources to develop their skills. Younger children sit in a high chair with suitable materials. However, the childminder is unclear about the intended learning for younger children during the activity. As a result, the activity does not fully support younger children's progress.
- The childminder plans outings and experiences that enhance children's learning and development. She takes children on outings into the local community, such as to the local park. The childminder plans these opportunities to contribute to a broad curriculum that supports children to gain the knowledge and skills that they need for life.
- The childminder observes children closely to understand their development across all areas of learning. All children enjoy listening to stories or sharing books with their friends. This helps to develop their literacy skills.
- The childminder supports children's behaviour with kindness and sensitivity. She teaches children to recognise their emotions and make links between their behaviour and feelings. Children learn that positive behaviour, such as being kind and helpful, leads to feelings of happiness and success.

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:

- take account of what younger children need to learn next more precisely during planned activities.

Setting details

Unique reference number	EY217618
Local authority	Kent
Inspection number	10407627
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 5
Total number of places	5
Number of children on roll	6
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 2002. She lives in Sheerness, Kent. The childminder provides care for children from Monday to Friday, from 7am to 5pm, during most of the year.

Information about this inspection

Inspector

Laura Hodges

Inspection activities

- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents.
- The childminder explained how she monitors the children's progress.
- The children communicated with the inspector during the inspection.
- The inspector observed the childminder's interactions with the children and spoke to her at appropriate times during the inspection.
- The inspector carried out a joint activity observation with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025