

Childminder report

Inspection date: 21 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared for by this friendly childminder. They greet visitors and are keen to show off the caterpillars that they are caring for. The children explain that they are waiting for the caterpillars to turn into butterflies so they can release them at the allotment that they visit each week. At the allotment, children grow their own vegetables. They harvest potatoes and make mashed potato to eat for dinner. They water the raspberries and blueberries so they can try them at snack time. Children are learning to be healthy and enjoy trying new food.

The childminder organises her curriculum around the different seasons. She plans exciting activities based on children's interests and the skills they need to develop next. The childminder gives children choices and asks them how to improve their experiences. For example, when children ask for dressing-up outfits, the childminder purchases more to support their imaginative play. This helps children to feel listened to and valued.

Children behave well and seek cuddles from the childminder when they need reassurance. She praises them when they share resources and reminds them to say please. Children concentrate and engage for long periods in their play. The childminder interacts with them to extend their learning even further. This makes sure that all children make good progress from their starting points.

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

- The childminder organises for the children to socialise with many other children. She attends groups and meets up with other childminders. Children talk about the friends that they have made and look forward to seeing them again. Children are well supported in their social development.
- The childminder plans exciting activities to help children reach next steps in their learning. Children make choices and tell the childminder what they would like to do. She is quick to respond to their needs. For example, when children ask for play dough, she provides butterfly cutters to follow the weekly theme. However, there are occasions when adult-led activities do not take into account the age and stage of all children. During these times, resources are not as well planned to enable them to successfully take part. This has an impact on their engagement as they move on to other activities.
- Children have good attitudes to learning and are confident communicators. The childminder corrects children when they mispronounce words. For example, she reminds them to say 'banana' rather than 'nanna'. Children learn words like 'cocoon' and 'chrysalis' to enhance their growing vocabulary. Children use new words as they play and learn about different life cycles.
- Although children have some opportunities to develop their independence, these

are not consistently used well. For example, the childminder praises children as they cut up strawberries and cucumbers for snack with confidence, but there are occasions when the childminder steps in too quickly. She completes tasks that children can do for themselves, such as wiping their noses and tidying up. This limits opportunities for children to practise and strengthen their growing independence further.

- The childminder encourages children to be physically active. They spend a lot of time outside in the fresh air. The childminder takes them to various toddler groups, soft-play centres and local parks, where they can use a range of equipment. This supports children to develop their gross motor skills.
- The childminder promotes inclusivity and challenges children's gender stereotypes. For example, she explains that girls play football and boys are famous ballet dancers. Children explore maps with the childminder. They discuss places that they visit on holiday and where their families live. This helps children to learn about the world beyond their own.
- The childminder has built effective relationships with families. They give feedback that she is kind and professional. The childminder provides parents with daily photos and updates about their children's progress. She works in partnership with families when children need more support. For example, they discuss when to introduce potty training and how to encourage children to eat a variety of different foods. Children benefit from this coordinated approach in their care and 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:

- strengthen teaching during adult-led activities to effectively support all children to be able to successfully participate
- promote children's independence further by providing consistent opportunities for them to do things for themselves.

Setting details

Unique reference number	EY220795
Local authority	Kent
Inspection number	10399712
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	10
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2002. She lives in Minster on Sea, Kent. The childminder operates from Monday to Friday, from 7.30am to 6pm. She provides government-funded childcare places for all eligible children. The childminder holds a childcare qualification at level 3.

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 interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had 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.

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