

Childminder report

Inspection date: 13 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. The childminder creates a warm, welcoming environment where children feel at ease. For example, children confidently move around the childminder's home and are keen to talk to adults. The childminder gives reassurance to those children who are less confident, and children go to her for comfort. This shows children feel safe and secure with the childminder.

The childminder uses books to plan activities for children. For example, she organises various activities that include sharks and other sea creatures. The childminder supports and encourages children's engagement in these activities. The childminder helps children to think about how other children might feel, such as when they squash their sandcastles. The childminder talks to the children about how their actions might make others feel, and she encourages children to play alongside each other.

The childminder has a pet dog, who the children adore and enjoy playing with. The childminder takes children out in the local community daily. For example, they visit the local woods to practise their physical skills and go to the local park when they collect older children from school.

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

- The childminder follows children's interests and responds well to their ideas and requests. For example, children explore a variety of pretend fruit and vegetables as they role play using the outside kitchen. They use pretend knives to cut through the food items. The childminder asks them to make her a variety of meals and gives them ideas to explore during imaginative play. Some children persevere at practising their skills.
- The childminder has clear intentions for what she wants children to learn and weaves their interests into the activities she organises. For example, she focuses her teaching on encouraging children's understanding of mathematical concepts through their interest of sea creatures. However, the childminder has not fully considered how to support children to build on the skills they already have before introducing them to new ideas and concepts. This means children do not fully embed the skills they need in preparation for later learning.
- The childminder arranges activities that are inviting for children, such as including sea creatures in play dough. In addition, she makes sure there are plenty of resources for children to use in the sand tray. However, the childminder does not fully consider how to support children's engagement and individual needs when she is carrying out routine tasks, such as preparing for lunchtime. This means that when the childminder is not able to give children her full

attention, some children become distracted and disengaged. In addition, she has not fully considered the organisation of sleep and rest times to ensure that they fully meet all children's needs.

- Children's independence is encouraged. The childminder gives children the choice of different fruits to eat at snack time. She encourages children to peel their own oranges and bananas. Children persevere and ask for help when they need it.
- Parents are happy with the care their children receive. They report that they feel their children have made progress in their development. The childminder shares children's progress with parents, and she provides them with ideas as to how to support their learning at home. In addition, the childminder shares information with parents about healthy eating and dummy use.
- The childminder has done various training courses to update her knowledge and skills, such as training on how to support children with special educational needs and/or disabilities. The childminder keeps herself up to date on changes to legislation. She also meets up with other childminders when she visits various local attractions.

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:

- focus teaching more precisely on what children need to learn next to help them build on the skills needed for future learning
- review and improve the organisation of the provision so that children's needs are fully met and they remain engaged and focused in their learning.

Setting details

Unique reference number	EY284959
Local authority	Kent
Inspection number	10399452
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in Lordswood, Chatham, Kent. The childminder offers care from 7.30am to 5.30pm, Wednesday to Friday, all year. She holds a qualification at level 3. The childminder is registered to provide funded early education for children.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- 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 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 is having on the children's learning.
- The inspector sampled written feedback from parents and took account of their views.
- The inspector sampled 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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