

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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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

The childminder creates a fun and engaging environment for children. Children are friendly as they introduce themselves and welcome visitors into their play area. They recall the names of the childminder's many pets, including cats, fish and guinea pigs. Children look at photos of themselves and know how old they are. They have a strong sense of belonging and feel safe and secure in the childminder's home. The childminder is a positive role model for children and reminds them to use good manners. She encourages them to share and wait their turn. Children learn about their feelings. The childminder acknowledges when they feel frustrated and gives them praise when they are kind to their friends.

The childminder plans and provides a curriculum for children to help them build on their skills for the future. For example, she shows them how to use a spoon and fork so that they can feed themselves. Children make their own choices and receive stickers when they help to tidy up. The childminder gives lots of praise and children are proud of their accomplishments. This helps children gain the skills needed to become resilient and independent learners. Children enjoy their time with the childminder and they all make good progress.

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

- The childminder promotes inclusivity and challenges children's gender stereotypes. For example, she explains that everyone can play with all the toys and supports girls to play with dinosaurs and boys to care for baby dolls. The childminder works hard to provide a wide range of experiences so that children get to try new things, such as dancing to the music of different cultures.
- The childminder has high expectations for children's behaviour. They know the house rules and most of the time they follow instructions. For example, they know that they cannot stand on chairs. However, sometimes, the childminder is inconsistent when explaining to children why they should not do something. This does not always support children to recognise the consequences of their actions.
- Children have access to a fun-packed environment, both indoors and outdoors. The childminder encourages the children to make choices in what they would like to play with. For example, when children ask to play outside, the childminder is quick to adapt her plans. Children know that the childminder listens to them and values their opinions. This helps them to remain engaged in their play for long periods.
- The childminder makes good use of her observations to assess children's progress. She plans for children's next steps in their learning and development. For example, children explore a sensory tray of items gathered from a nature walk. The childminder introduces new words and names items such as 'horse chestnut' to expand the children's vocabulary. She adds woodland animals to

extend their learning further. This helps to enrich children's learning experiences.

- Children spend lots of time outdoors. They visit the aquarium to see the fish and take walks in the wood. Children recall their visits to the beach and talk about getting messy in the mud. The childminder makes sure that they meet up with other children in their community. This helps children to develop their social skills and build relationships with others.
- The childminder works hard to build relationships with all families. Parents feed back that the childminder is attentive and the children enjoy the time that they spend with her. She offers parents support and advice, for example about establishing good bedtime routines. However, the childminder has not yet established partnerships with other settings that the children attend. This does not provide children with a consistent approach in their care and learning.
- Children with special educational needs and/or disabilities are supported well. The childminder is quick to recognise when children need more support and makes referrals. She works in partnership with other professionals, such as the health visitor. This means that children get the extra support that they need so that they are ready for the transition to school.

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:

- give children clear and consistent messages on behavioural expectations, to help them manage their own behaviour more effectively
- establish partnerships with other settings children attend to fully support children's continuity in their learning and development.

Setting details

Unique reference number	EY311873
Local authority	Kent
Inspection number	10408310
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 January 2020

Information about this early years setting

The childminder registered in 2005 and lives in Gravesend, Kent. The childminder offers care Monday to Friday, all year round, from 7.30am to 6pm, except for family holidays and bank holidays. The childminder receives funding to provide free early education for eligible children.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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