

Childminder report

Inspection date: 18 June 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children are incredibly independent and confident in the stimulating and motivating home. The childminder implements a highly motivating curriculum that challenges children and instils a love of learning. Children have an instinct to explore and show curiosity, awe and wonder as they learn. For example, children are excited to grow butterflies and learn about the life cycle of a frog. Children identify froglets and safely rehome them in a pond. Children engage in pond dipping activities and learn about other concepts. This includes their discovery that they can see their reflection in the water. They go on to explore other places they may be able to see their reflection.

The childminder is an outstanding role model. Children of all ages are extremely polite, and their behaviour is impeccable. Children have outstanding opportunities to challenge their physical skills. This is evident when they confidently build and safely negotiate more complicated equipment. Children gain a comprehensive knowledge and understanding of healthy eating and lifestyles. For example, they learn about the benefits of different food groups, such as fibre.

The childminder builds on children's interests incredibly well. She teaches them mathematical skills. Children learn the meaning of more complex concepts. This is evident when children discuss subsidising, cardinality and velocity as they play.

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

- The extremely passionate and dedicated childminder is inspirational. She is very knowledgeable, highly qualified and successful in implementing an incredibly motivating curriculum. All children have extremely positive attitudes towards their learning and make rapid progress in their development.
- The childminder and assistants have incredible relationships with all children, who feel at home in the warm and trusting setting. Children's laughs are infectious as they are engaged in exciting and playful activities. For example, they make up and set up their own racing game. Children invite the childminder into their play, and they cheekily overtake her in the race and giggle in excitement.
- The childminder knows all children well and embraces their uniqueness and individuality. They know how children prefer to learn and play and plan accordingly. The childminder ensures her plans are unique to each individual child. This helps all children feel highly valued.
- The childminder develops extremely positive partnerships with parents. She keeps them very involved in their children's learning. For example, she shares activity plans and children's next steps and encourages parents to add to them. The childminder shares regular training with parents. This includes supporting

them to understand the different ways children learn and how to support young children to manage grief. The parents speak extremely highly of the childminder and assistants and describe them as joyful and nurturing.

- The childminder supports all children to develop extremely good communication skills. Children are extremely confident to express their ideas and listen intently to each other. Children learn and use more complex words in context, such as nocturnal, gravity and subsidising. Children have an extremely language-enriched environment, and the interaction children receive is consistently outstanding.
- The childminder and assistants evaluate their practice together incredibly well and work exceptionally well as a team. They regularly observe each other teach and interact with children and provide each other with helpful feedback. They use their findings to enhance their already outstanding practice.
- The childminder attends training beneficial to supporting children at the setting. She cascades all training and learning to assistants and parents. She is driven and accesses training specific to her practice and children's needs. For example, she has recently completed an accreditation on reflection and self-evaluation. The childminder discusses how she has continued to be motivated to introduce new activities and practice. This includes using noises to help children to understand changes in routines. For example, children are excited to hear the 'owl hoot' that signifies lunchtime.
- The childminder ensures her practice is extremely diverse and inclusive. For example, together with children, she learns to say 'hello' in other languages, such as Swedish. Children learn about other beliefs and traditions of other countries. This includes making and trying on saris and exploring henna patterns. Children learn about music and art from around the world. For instance, they listen to traditional music from Trinidad and make their own Aboriginal art.

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	EY314741
Local authority	Kent
Inspection number	10380902
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 9
Total number of places	9
Number of children on roll	16
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2005. She is located in Tonbridge, Kent. The childminder cares for children from Monday to Thursday, from 7.30am to 6pm, all year around. The childminder provides funded early education for children aged two, three and four years. The childminder has an early years teachers status. She works closely with an assistant.

Information about this inspection

Inspector
Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments to review how safe and motivating the environments are. The curriculum was discussed with the childminder.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- A joint observation was carried out with the childminder and inspector on a storytelling activity focusing on children's communication and language development.
- During the inspection, the inspector spoke to the childminder, assistants and children at convenient times and reviewed written feedback from parents and considered their views.

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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