

Childminder report

Inspection date: 1 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 provides a reassuring, nurturing and homely environment, where children settle quickly. They arrive full of smiles, ready to begin exploring and playing. The childminder fosters warm and supportive relationships with children, who demonstrate good attachments with her. This promotes children's sense of well-being and emotional security.

The childminder fully understands the developmental needs of young children. She uses this knowledge to create a well-planned, stimulating and ambitious curriculum. This helps all children, including children with special educational needs and/or disabilities (SEND), to make progress in their learning. Children develop their skills in enjoyable ways, such as when they name bugs they find outside or count bricks as they build towers.

Children demonstrate incredible self-control and self-regulation for their age and stage of development. They listen carefully to the childminder, who reflects on their emotions in positive ways. She expertly supports them to understand how they are feeling, such as by helping young children express their needs in simple words before they become overtired or hungry. This helps to develop children's self-esteem and confidence, giving them the skills they need to successfully socialise more widely and to make strong friendships.

Children demonstrate excellent focus when they become absorbed in activities that provide challenge and fun. For example, they skilfully use tweezers to pick up small objects that they then sort into colour sets. They thrive on the childminder's praise and encouragement. This provides them with a strong foundation from which to begin a lifelong love of learning.

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

- The childminder values every opportunity to learn and develop her own professional skills and knowledge. For example, she uses what she knows to better understand the specific requirements of children with SEND. This helps her provide every child with the curriculum they need to flourish.
- The childminder uses children's interests and fascinations to build an engaging curriculum. She adapts activities so that children learn in the best way for them. This helps her sequence children's learning and extend their skills in ways that are meaningful to them.
- The childminder gives children time and space to develop their communication, language and speaking skills. She listens carefully and builds on what they say to give them a broad and varied vocabulary. She supports young children by emphasising key words for them to repeat. This helps children gain confidence

to sustain conversation with others.

- The childminder demonstrates kindness and respect for children. In turn, children show consistently polite and friendly qualities towards the childminder and others. They learn to care for one another and show respect for other living things, such as when they help look after the childminder's pet dog. They are highly motivated to join in with games and activities as well as able to settle to their own play.
- The childminder supports children to develop their physical skills. She plans a range of activities that gradually strengthen children's muscles to develop their balance and spatial awareness. Children enjoy fresh air and exercise every day. She promotes healthy eating and thorough personal hygiene routines to help children keep themselves well, fit and healthy.
- The childminder increases children's knowledge of books, characters and plot when she prepares activities to enhance their appreciation of stories. Children use the language of books when they play, demonstrating an understanding of storytelling as a tool to develop imagination and communication. For instance, children create an elaborate story using the train set and 'people' from the doll's house.
- Children learn about their environment and community when they take regular walks across open countryside or into the town to visit shops and the library. The childminder introduces new topics to increase children's knowledge and interests, such as learning about recycling or looking at the changing seasons in nature. Although children learn about festivals and special days, the childminder does not place the same level of focus on broadening children's understanding of other people, their lives and the diversity of modern Britain.
- The childminder forms wonderful partnerships with parents. They are placed at the heart of children's learning. She shares tailored plans, assessments and ideas with them to support children's learning at home. This helps all children, including children with SEND, make consistent progress.

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:

- enhance the curriculum further to teach children about people and cultures beyond their own community to help prepare them for life in modern Britain.

Setting details

Unique reference number	EY337336
Local authority	Kent
Inspection number	10388647
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	22 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Maidstone, Kent. She works from Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for children from the ages of nine months to four years.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The childminder spoke to the inspector about her curriculum and what she wants the children to learn.
- 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.
- 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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