

Childminder report

Inspection date: 21 July 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 settle well in this homely environment. They show that they are comfortable in the company of the childminder and the assistants that she works with. The childminder plans activities that are based on children's specific learning needs. For example, young children develop physical and language skills during their favourite beanbag games. They delight at following the childminder's requests to balance the beanbag on their head and to use it to try to knock over the small cones. The childminder effectively extends children's learning through play. She asks questions that encourage children to remain engaged in activities that support their understanding.

Children demonstrate that they are sociable and outgoing at the setting. They engage well with visitors and encourage them to join in their conversations. For example, children chat and recall stories and memories about activities they have taken part in. The childminder effectively supports these social skills. She has high expectations of children's behaviour. The childminder offers an abundance of praise and reminds children of why certain behaviours are inappropriate. As a result of this consistent approach, children use impeccable manners. They follow the rules of the setting and behave very well.

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

- The childminder promotes children's communication and language skills well. She understands that children's knowledge of vocabulary and using their listening skills are important to underpin all other learning. The childminder reads books to children throughout the day, building on words they already know and helping them learn new ones. For example, she points out the rhyming words and models the repeated phrases of familiar stories.
- The childminder has a good understanding of how children learn. She completes regular assessments and uses this information to plan engaging activities based on the children's next steps. The childminder plans activities to help strengthen the small muscles in their hands. For example, she provides instructions on how to mould, roll, and 'prod' the play dough. She asks questions about what the children observe and notice, like the dough changing colour when mixed. On occasion, however, children are not given the opportunity to fully explore these exciting activities and expand their ideas further.
- The childminder promotes early mathematics. She skilfully weaves mathematics into her practice throughout the day. For example, she asks children to describe the similarities and differences, and the size of specific toys. This supports children in gaining a good understanding of early mathematics, preparing them for their next stage of learning.
- The childminder supports children in being ready for school, providing

opportunities to develop essential skills such as independence and self-care. She talks with children and parents about the move to school and plans to complete transition records to share key information with Reception teachers. However, she does not effectively share this information swiftly enough for the school to prepare and ensure a smooth transition in children's learning at this important stage.

- The childminder is highly reflective and evaluates all aspects of her practice. This enables her to enhance the care she offers and support the changing needs of children. The childminder ensures that she and any assistants complete mandatory professional training on matters related to safeguarding. This provides them with the skills and knowledge to better support children's safety and well-being.
- The childminder promotes diversity by incorporating activities that teach children about different cultures and backgrounds. Children have regular opportunities to learn about their local community and aspects of the wider world around them. For example, parents and family members share details about their home languages and the history of their country of origin.
- The childminder works closely with parents to address any concerns about developmental delay. For example, she shares strategies with parents to support home routines. Parents describe her practice as 'phenomenal'. They value the nurture and support that she and the assistants offer to their family.

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:

- adopt a more flexible approach to planned activities to allow children the opportunity to fully develop their skills and knowledge
- strengthen the arrangements to swiftly share information to ensure a consistent approach when children transition to school.

Setting details

Unique reference number	EY355080
Local authority	Kent
Inspection number	10399893
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 December 2019

Information about this early years setting

The childminder registered in 2007. She lives in Barming, near Maidstone, Kent. The childminder has a relevant childcare qualification at level 3 and works with 2 assistants. Childcare is offered from 8am to 6pm, from Monday to Thursday, all year round. The setting receives government funding for children who are entitled.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistants and children.
- 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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