

Childminder report

Inspection date: 28 January 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 smiling when they arrive at the childminder's house. She gives them a warm welcome, which helps children to separate from their parents and carers confidently. Children eagerly greet their friends and quickly start to play.

The childminder helps children to learn about the wider world. For example, she reads stories about the similarities and differences of children and families living in the world. Additionally, she plans activities based on festivals from other countries, such as Chinese New Year, which teaches children about other cultures. This helps all children to learn about diversity and to respect others, which prepares them well for later life.

Children gain an understanding of how to keep themselves in good health. The childminder provides nutritious meals and talks to children about healthy food choices at mealtimes. Furthermore, she supports children to successfully develop their physical skills. For instance, children thoroughly enjoy trying to eat their snack with chopsticks, which helps to refine their hand-eye coordination and strengthen their pincer grip in preparation for holding a pencil. The childminder takes children on walks to the local woodland trail and park to teach them about wildlife and nature.

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

- The childminder uses assessment to monitor children's development effectively. She plans accurate next steps in learning to help children make progress. Additionally, when children start at the setting, she works with parents to establish their child's starting points. This means she can sequence and plan experiences that build on what children already know and can do from the outset.
- The childminder plans a curriculum that fosters independence and confidence and promotes self-care skills. She plans a range of activities to promote learning for all children. For example, children of different ages enjoy exploring noodles and rice. However, on occasion, some group activities are too difficult for younger children to fully participate in. At these times, younger children lose interest and move on to another task. Therefore, they do not fully benefit from the intended learning.
- The childminder ensures that daily routines are flexible. For instance, children come in from the garden when they are ready and have lunch when they are hungry. This allows children to engage with an activity and ensures they have time to finish what they are doing. This supports children to complete a task and develop their concentration.
- The childminder successfully promotes children's self-esteem and emotional well-

being. For example, she helps children to celebrate their achievements by displaying 'wow' moments on a noticeboard. The childminder supports children well with transitions. For example, she visits children at home before they start, to begin to build relationships with the child and family. Additionally, the childminder follows babies' home routines, which helps them to feel safe, secure and settled.

- The childminder promotes children's independence well. For example, she encourages children to hang up their coats when they arrive. However, sometimes the childminder does things for children that they could try for themselves, such as wiping their hands and serving their snacks.
- The childminder is a good role model for children. She gives consistent messages about high expectations and encourages children to use their good manners. Children behave well. The childminder swiftly addresses minor conflicts and talks to children about how their behaviour makes others feel. This helps children to manage their feelings and emotions.
- The childminder has strong relationships with parents. She keeps them up to date with their child's progress and shares ideas to help extend learning at home. Parents are extremely complimentary of the childminder and her staff. They comment on the support they have been given as a family and the safe and stimulating environment, where their children thrive.
- The childminder consistently makes sure her own knowledge and skills are up to date. She supports any staff she works with effectively to help ensure the setting provides high-quality education and care. For instance, staff have attended training to help them plan exciting activities to improve children's communication and language skills.

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:

- strengthen the planning of group activities to meet the needs of younger children, to help them join in and remain engaged
- build on the support for children to further extend their independence and self-care skills.

Setting details

Unique reference number	EY397469
Local authority	Kent
Inspection number	10372583
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	0 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Tonbridge, Kent. She cares for children each weekday from 7.30am to 6pm, for most of the year. The childminder works with staff and offers occasional overnight care. She receives government funding for children who are eligible.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder, her staff and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation of an activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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