

Childminder report

Inspection date: 15 July 2025

Overall effectiveness	Good
------------------------------	-------------

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

All children are happy and confident in the childminder's welcoming and inviting home. The childminder successfully implements a challenging curriculum that helps keep children motivated to learn. She builds on children's interests and knowledge well. For example, when children enjoy activities about zoo animals, they go on to learn facts about different animals. The childminder teaches them that the noise a flamingo makes is a 'grunt'. Children are confident to express their own ideas during imaginative play. For instance, after a trip to the beach, children go on to make their own 'beach café' and are excited to serve 'food' to their 'customers'.

The childminder teaches children about the benefits of maintaining a healthy lifestyle. For example, children talk about the importance of washing their hands before mealtimes. The childminder teaches children to be mindful of their emotions and how to regulate them. For example, when children feel overwhelmed, they confidently and independently access the calming sensory space. This is where they listen to calm music and engage in calming activities. The childminder supports children to develop good physical skills. This includes learning about the different ways they can move their bodies during regular yoga activities. The childminder is a positive role model. Children are polite and behave well.

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

- The childminder knows all individual children well. This includes their likes, dislikes and routines. She meets the needs of children swiftly. This includes knowing when children require a nappy change or need comfort and reassurance. The childminder establishes secure and trusting relationships with children who seem very happy, safe and secure in her company.
- The childminder fully acknowledges children's achievements and knows what their next steps are to support their development. This helps her to plan activities she knows will engage and interest children to learn. All children demonstrate a positive attitude towards their learning and make good progress.
- Overall, all children are engaged in their learning experiences and are very happy and safe. However, on occasion, the childminder is less aware of when it would be beneficial to further interact and communicate with children more promptly. The childminder does not consistently build on her already good quality of teaching and children's learning outcomes even further.
- The childminder successfully establishes positive partnerships with parents. She communicates with parents daily and shares information about what children have enjoyed learning and what they will be learning next. Parents speak highly of her. For example, they comment that the care and attention she provides children with are brilliant, and they could not be happier.
- The childminder evaluates her practice daily. She considers how well children

have enjoyed the activities and how she will continue to enhance her performance. The childminder works very closely with her co-childminder, who she regularly shares ideas with. The childminder monitors the quality of care and teaching they provide to children, and she uses her findings to support her future plans.

- The childminder carries out regular independent research and training to keep her knowledge up to date. For instance, she has recently learned about how to support children's well-being and mental health. As a result, she has implemented new opportunities for children to have a safe space to manage their emotions and feelings appropriately and with good levels of maturity.
- The childminder ensures her practice is diverse and inclusive. She teaches children about the wider world around them. This includes developing children's knowledge of other cultures and race. For example, children learn about other countries' traditions, religious beliefs and celebrations, such as Diwali.
- The childminder supports all children to develop skills to support their future learning. This includes encouraging children to be independent and developing their mathematical skills as they play, such as introducing language to describe size.
- The childminder has good safeguarding knowledge and completes regular training to ensure her knowledge is current. For example, she is confident in how she manages children's privacy and maintains high levels of health and hygiene in personal care routines, such as nappy changing.

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:

- develop awareness and fully understand when children would benefit from more consistently high-quality interactions.

Setting details

Unique reference number	EY400025
Local authority	Kent
Inspection number	10398631
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 November 2019

Information about this early years setting

The childminder registered in 2009. She is based in Edenbridge, Kent. The childminder cares for children Monday to Thursday, from 8am to 5pm, all year round. The childminder holds a relevant early years qualification at level 3. She works closely with her wife, who is her co-childminder. The childminder provides government-funded early education for children aged four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The childminder carried out a learning walk with the inspector where the impact of the quality of interactions was assessed. The learning opportunities the childminder provides children with were discussed and reviewed.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and welfare policies and procedures.
- During the inspection, the inspector spoke to the childminder, co-childminder and children at convenient times. Written feedback from parents was reviewed. The inspector considered all views shared.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2025