

Childminder report

Inspection date: 15 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

The childminder provides children with a secure and trusting environment in which they are very happy to be in. Children are keen to learn and are excited during their time with the childminder. The childminder fully understands her motivating curriculum and how she implements it to meet the needs of all children and build on their knowledge and skills. For example, she teaches children about the natural world around them. When children carry out bug hunts and spot a bumble bee, she teaches them facts about the insect. Children learn about how bees collect pollen and how they make honey. The childminder teaches children mathematical skills to support their future learning. For example, children 'catch' numbered fish, confidently identify numbers and complete simple sums.

The childminder is a positive role model, and children are polite and behave well. For instance, children play happily together. They share and take turns with patience, and they encourage and kindly praise their friends. The childminder teaches children about the benefits of healthy eating. For instance, children independently prepare their own healthy pitta pizzas and talk about the different healthy toppings, such as olives. The childminder encourages children to develop their physical skills. For example, they enjoy safely climbing and balancing on beams and stepping stones and engage in regular musical movement activities.

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

- The childminder establishes positive and trusting relationships with all children. She fully understands children's individual personalities and what makes them unique. Children enjoy the company of the childminder and feel safe. This is demonstrated when children seek her out for cuddles and ask her to read them their favourite story when they become tired.
- All children have a positive attitude towards their learning and are encouraged to develop skills to support their future and eventual move to school. For example, children are independent and choose their own play and complete their own tasks, such as making their lunch with confidence.
- Overall, the childminder's teaching skills and knowledge are strong. However, on occasion, there are minor inconsistencies in some practice. This includes providing children with more consistent opportunities to build on their speaking and listening skills even further.
- The childminder establishes positive partnerships with parents and keeps them fully informed about their children's day and their achievements. For example, she shares regular photos and videos of what children have enjoyed doing. Parents speak fondly of the childminder. For example, they say that she is kind and caring and brings out the best in children, helping them to thrive.
- The childminder builds and maintains good partnerships with other

professionals. For example, she liaises closely with staff at other settings children attend. She shares children's next steps and progress. This helps provide children with a good consistent approach to their shared care and learning opportunities.

- The childminder has good safeguarding knowledge and knows how to keep children safe. For example, she completes thorough risk assessments for all aspects of her practice. The childminder is confident in knowing how she would swiftly and appropriately manage any accidents that may happen within the setting.
- The childminder evaluates her practice daily with her co-childminder. Together, they work very well as a team and consider how well they engage children and what could be done differently next time. The childminder is keen to continue to evaluate and develop her practice and is dedicated to providing high quality care to all children.
- The childminder supports children to understand other people's similarities and differences outside of their own communities and experiences. This includes respecting different family dynamics, such as same-gender parents.
- The childminder carries out independent reading and research to keep her knowledge up to date. The childminder has recently carried out beneficial training. For example, she has learned about how to support all children to achieve the most from outdoor experiences. As a result, the childminder has developed ways to support children to enjoy the natural world around them and embrace being outdoors.

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:

- confidently recognise areas to enhance to continue to build on the overall good quality of education.

Setting details

Unique reference number	EY400055
Local authority	Kent
Inspection number	10398634
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 and is located 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 receives funding to provide free early education for children aged four years.

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.
- The childminder shared written documentation with the inspector. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder, co-childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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