

Childminder report

Inspection date: 26 June 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 develop positive, trusting relationships with the childminder. They settle quickly on arrival and show that they feel safe and secure in her care. Children play with increasing confidence, supported by the attentive and responsive childminder. For example, babies show curiosity when exploring a bowl filled with sensory toys. They develop early coordination skills through hands-on discovery to learn about the properties of objects. Older children develop good physical skills and hand-eye coordination. For example, they practise throwing a soft ball back and forth with the childminder. Children behave well. They learn about friendly cooperation and receive constant praise from the childminder for their efforts and achievements.

Children regularly listen to songs and rhymes. They begin to learn the words, tunes and actions off by heart. Children express their happiness as they dance to music and enthusiastically copy the childminder's movements, such as touching their head, shoulders, knees and toes. This supports their emotional well-being. Children benefit from the childminder adapting her teaching strategies when sharing books. For example, she reinforces animal names with younger children, such as duck and frog, with picture prompts. Older children learn to recognise and name the colours of animals to extend their learning, such as brown bear.

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

- The childminder has built strong relationships with parents. She exchanges information with them about their children's ongoing progress on a daily basis. For example, the childminder informs parents of the books they read and songs they sing to help develop their language skills further. This successfully supports children's learning at home. The childminder uses the information from parents about their child's starting points to build on what children know and can do. This helps the childminder inform her curriculum from the outset.
- Children's mathematical skills are developing well. The childminder consistently encourages children to count and recognise shapes during everyday activities. For instance, children count balls in the ball pool and identify the square shape on a side of a stacking cube. This helps them to build on what they know. Children take part in number rhymes to help them practise counting both forwards and backwards. They develop basic mathematical skills for their future learning.
- Overall, the childminder plans a broad and interesting curriculum. However, she does not always plan activities precisely enough to fully reflect the individual learning needs of each child taking part. For example, the childminder generally promotes children's communication and language well but does not consistently focus on the vocabulary she wants to teach during activities. In addition, there are occasions when the organisation of activities, such as the resources needed

to explore floating and sinking, is not considered well enough. At these times, children do not benefit fully from the intended learning.

- The childminder broadens children's understanding of the wider world. She teaches them about the many different types of people and communities and introduces them to a variety of cultural experiences. For example, children learn about different styles of dance, music, cuisine and the Spanish language. This helps them to value diversity.
- The childminder teaches children about good hygiene practices and the benefits of healthy eating and exercise. For instance, she provides snacks and wholesome, home-cooked meals, which are popular with children and parents. This supports children's good health. The childminder actively promotes positive behaviour during mealtimes by gently reminding children to use polite phrases, such as 'please' and 'thank you'. Children learn good social manners and respectful interactions.
- The childminder is interested in her professional development and attends training. For example, she has recently learned a new technique for planning and delivering activities, such as 'Tell, Show, Do, Review'. This has helped to raise the quality of her teaching. The childminder actively seeks support and advice from the early years advisor from the local authority. She keeps her knowledge on childcare issues up to date.

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:

- review and improve the planning of activities to more precisely promote children's individual learning.

Setting details

Unique reference number	EY401416
Local authority	Kent
Inspection number	10388397
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2009. She lives in Tunbridge Wells, Kent. She offers care from 7am to 7pm, Monday to Thursday, all year, excluding bank holidays and family holidays. The childminder offers government-funded places for children aged nine months to four years.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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