

Childminder report

Inspection date: 27 March 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in this warm, welcoming environment. They have built close, secure relationships with the childminder. The childminder knows the children well and plans an ambitious curriculum to support their development through their play. She takes account of their interests as well as their next steps in learning. For example, to support children to develop their small muscles, she buries dinosaurs in plastic eggs in sand for children to find. Children happily dig them up, open the eggs and show excitement when they find the dinosaur in them. This effective planning helps make learning fun.

Children show a positive attitude to learning. They keep trying when they wish to achieve something, such as when they are trying to make a toy motorbike stand on two wheels. They persist and shout 'Yay' when they manage to make it stand up.

Children have a good understanding of boundaries and behave well. The childminder role models good manners and teaches children about the rules. Children automatically say 'please' and 'thank you'. If children are not behaving as the childminder expects, she quietly and gently reminds them of the rules. This helps children to understand what is right and wrong and know what is expected of them.

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

- The childminder tracks children's progress effectively. She observes children to find out what they know and can do when they start. The childminder uses this knowledge to plan the play environment. She offers resources and activities that will challenge children and help them achieve their next steps in learning. When children need to develop their hand-eye coordination, she ensures she has resources available, such as posting boxes. All children, including those with special educational needs and/or disabilities, are making good progress in their learning.
- The childminder places a high priority on supporting children's language and communication skills. She includes lots of opportunities for children to speak and listen throughout the day. The childminder introduces new words for children, such as 'hedgehog', when they are playing, which helps broaden their vocabulary. Children are becoming confident communicators.
- Children are developing a love of books. The childminder reads and explores books with children during the day. Children fully engage during story time, lifting flaps and shouting out animal names when looking at familiar books. These experiences support children's early literacy.
- Children learn good mathematical skills. The childminder uses every opportunity to count and use positional language when engaging with children. She uses

words such as 'on top and 'underneath' when playing with cars. This gives children a good base for their next stage in learning.

- Children are developing their independence well. They make choices about what they want to play with and where. The childminder follows their leads to support their developing skills. However, she is not as consistent when supporting them to develop their self-help skills. She completes simple tasks that children could do for themselves, such as wiping their own noses. This does not support children to develop this skill for themselves.
- Parents speak highly of the childminder. They feel the childminder knows their children well and value the close, warm relationship she has with them. Parents appreciate the regular updates and reports she shares with them. They discuss the progress their children have made since starting with the childminder.
- The childminder reviews her practice regularly. She reflects on a daily basis what has worked well and what she would need to change to ensure she continues to offer high-quality learning for the children who attend. The childminder makes good use of her professional development. She attends courses to help her enhance her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the opportunities for children to learn how to do things for themselves to promote their independence and self-help skills.

Setting details

Unique reference number	EY405586
Local authority	Medway
Inspection number	10380921
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	3
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Chatham, Kent. She operates all year round from 8.30am to 5.30pm, Monday to Thursday. The childminder receives funding for eligible children aged from nine months to four years. The childminder holds a level three qualification.

Information about this inspection

Inspector
Janine Scott

Inspection activities

- The childminder showed the inspector around her home and discussed how she plans to support the individual learning needs of the children.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector and childminder evaluated a planned activity and discussed the outcome.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of parents' written comments during the inspection.

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