

Childminder report

Inspection date: 16 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

Children benefit from a caring and relaxed home-from-home environment. They happily arrive and demonstrate that they feel safe and are curious and eager learners. An interesting variety of age-appropriate resources are easily accessible, which enables children to choose what they want to do. Children have established close, trusting bonds with the childminder and are confident to ask her for additional resources or for help. They are also supported to make friendships with their peers and often enjoy playing games together.

A well embedded routine supports children to know what is expected of them. Children confidently follow routines, such as washing hands and helping to tidy away the resources before lunch. The childminder is a good role model for manners and kindness. Children often say 'please' and 'thank you' and are keen to help their friends when they are struggling.

The childminder has a good knowledge of the children. She invests time in building a positive relationship with families and children. This supports her to be able to provide activities that children find interesting and that they fully engage with. The childminder plans a curriculum based around children's interests and observations she makes. Children are making good progress and are becoming confident, inquisitive and active learners.

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

- The childminder is reflective of her practice. She has an ambition to continually adapt and improve on what she offers all children. For example, she recently introduced more literacy into the garden area to support her current children. The childminder has future plans to build on links and opportunities within the community.
- The experienced childminder demonstrates a good understanding of child development and how children learn. She plans activities to support their current interests. For example, children thoroughly enjoy painting in the garden and thinking about what happens when they mix different colours together. However, the childminder does not consistently consider how to support children's identified next steps in learning during activities. Although children enjoy the activities, at times they do not fully support them to make progress in their identified areas of development.
- The childminder speaks confidently about the children and what they enjoy doing. She provides resources that she knows will engage them. For example, children focus intently for periods of time as they follow picture cards to use different shapes to make animals. The childminder asks children about the colours and shapes, and they confidently tell her correctly. However, on

occasion, she does not offer children further challenge during activities to enhance their thinking and understanding. This means that, at times, the activities provided are too easy for children.

- Children are given many opportunities to build their concentration and problem-solving skills. The childminder provides activities to support this, such as sensory puzzle mats. She shows children how to put them together and then knows to stand back and allow the children time to work it out for themselves. Children show great perseverance as they complete tasks. They relish in the praise they receive from the childminder to build their self-esteem.
- Children enjoy physically active games with the childminder. For example, they ride on bikes, climb through tunnels and make obstacle courses. The childminder provides flash cards with different movements for the children to copy. Children giggle together as they pretend to 'wiggle like a worm' and 'hop like a rabbit'. They talk about healthy foods at lunchtime and enjoy using resources to explore the importance of brushing their teeth.
- The childminder provides adaptable materials, such as sand and foam, which encourage children's independent play and exploration. Children spend extended periods investigating their own ideas and using their imagination. The childminder also supports children to be independent with their self-care needs. Children wipe their own noses, go to the toilet on their own and get their shoes on.
- Parents appreciate how well informed they are. The childminder communicates effectively through daily conversations and online updates with photos of what their children have done. Furthermore, the childminder uploads regular observations that link to the child's next steps in learning so parents know what their children are working on next.

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:

- focus more precisely on the skills and knowledge children most need to learn next when planning and delivering learning experiences
- use interactions more effectively during play to provide children with suitable challenges that further extend their thinking and understanding.

Setting details

Unique reference number	EY409609
Local authority	Medway
Inspection number	10398997
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 November 2019

Information about this early years setting

The childminder registered in 2010. She lives in Chatham, Kent and works Monday to Friday, from 7.30am to 5.30pm, for most of the year. The childminder holds a relevant qualification at level 3. She provides government-funded early education for all eligible children.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.

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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