

Childminder report

Inspection date:

24 September 2025

Overall effectiveness	Good
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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

Children develop well in the care of the childminder. They are settled and form strong bonds with her. Children return for reassurance when they need it. This supports their well-being. The childminder promotes children's independence. She sets her environment up so children can make choices in their learning. For instance, children choose from a range of resources and where to play, such as indoors or outdoors. This helps children to flourish. Children show a positive attitude to their learning. They keep trying until they achieve what they set out to do, such as when they attempt to build a tower and it keeps falling. They keep trying until they manage to complete the task. This shows children are developing resilience.

The childminder has high expectations for children's achievement. She works effectively with parents when they start, gaining an understanding of what children already know and can do. From this, the childminder identifies children's next steps and uses this to carefully construct and offer an ambitious curriculum that enables children to build on their existing skills and knowledge effectively. For example, she provides a wide range of activities that help to develop children's small-muscle skills and hand-eye coordination. Children make good progress during their time with the childminder.

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

- The childminder supports communication and language extremely well. She uses a range of methods to encourage children to share their ideas. The childminder offers opportunities for children to speak and listen throughout the day. She introduces new words during play, such as 'narrator' when talking about audio books. This helps children to increase their vocabulary.
- The childminder supports children's mathematical development. She challenges and extends children's learning appropriately for their age. For example, she counts and uses mathematical language when playing, such as 'behind' and 'under'. The childminder shows children how the number nine can be a number six if it is turned upside down. She encourages children to apply their mathematical understanding while they role play. For example, they say, 'It will take 50 nights to repair a wall.' Activities such as this support children's learning well.
- Children develop a love of books. The childminder makes story time exciting by using different tones and voices. Children sit and snuggle with her while she reads and are highly engaged in the story. Children use books independently and retell stories to each other when they play. For instance, they discuss how a 'scarecrow put out a fire' and say things like 'you mustn't get near fires.' This gives children a good base for their next stage in learning.

- The childminder spends time playing directly with children, allowing them to lead the play. However, in some activities, she places more focus on confident children, which means less-confident children do not always get the support to make the best possible progress.
- Children benefit from trips into the community. They visit the library and attend different groups to help build their social skills. Children regularly visit the childminder's smallholding. They feed chickens and play in the orchards. These experiences help children gain an understanding of the natural world.
- The childminder has high expectations for children to behave well. She encourages them to tidy away toys when they finish playing. She promotes good manners, modelling them effectively. Children say 'please' and 'thank you'. This helps children learn to respect one another.
- The childminder supports children effectively to learn about healthy lifestyles. All children have their own water bottle so that they can freely hydrate themselves during the day. The childminder offers healthy snacks, such as breadsticks, strawberries and raisins. Children understand why it is important to wash their hands. Children are able to play outside daily, where they can run, ride bicycles and use the climbing frame.
- Children learn about diversity and different cultures. For example, children learn about Eid, where they try different food and dress up, such as in a saree. This helps deepen their knowledge and understanding of the wider world.
- Partnerships with parents are good. Parents comment they are happy with the service the childminder provides and their children are making good progress in her care. They value the information she shares about their children's learning and the ideas she provides to help them to continue learning at home.

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:

- strengthen support for quieter children during activities so all children make the best possible progress in their learning.

Setting details

Unique reference number	EY414207
Local authority	Kent
Inspection number	10407402
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Ashford, Kent. She runs her service from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant level 4 qualification. Funding is accepted for the provision of free early years education for all eligible children.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- The inspector held discussions with the childminder about how she plans to meet the individual learning needs of the children.
- The inspector spoke with parents, who shared their views.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times 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.

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