

# Childminder report

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Inspection date: 17 June 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children build strong bonds with the childminder, who is kind and caring. They play and explore and return to the childminder when they need reassurance. The childminder plans an ambitious curriculum. She knows children well and plans activities to nurture their interests and inspire their learning. For example, children learn about life cycles through observing caterpillars as they turn into butterflies. They learn they need to water their 'grass heads' to make them grow. These experiences support children to develop their knowledge of living things.

Children have developed good friendships. They share and take turns while playing. For example, they pass picture cards to their friends when playing a game. The childminder makes her expectations clear. She reminds children to use good manners when they forget to say 'please' and 'thank you'. This helps children to know what is expected of them. The childminder teaches children what to do in the event of a fire. Children talk about where they need to go and what number they need to call for the fire brigade. This helps children learn how to keep themselves safe.

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

- Children develop good communication and language skills. The childminder talks to children frequently during the day. She listens carefully and reinforces single words, such as 'head', as younger children attempt to communicate by pointing. Older children benefit from learning new words, such as 'cocoon' and 'chrysalis'. These experiences help children to extend their vocabulary.
- Children learn good mathematical skills that are appropriate for their age. The childminder uses every opportunity to count, use shape names and introduce positional language. For example, she counts out water bottles as she gives them out. She compares how many boys and girls there are. This gives children a good base knowledge for their next stage in learning.
- Children show their deepening interest in books. The childminder makes books available for children to freely choose from, and she reads to them during the day. Children remember and talk about familiar stories. Furthermore, the childminder takes children to the library. This helps to support children's literacy skills.
- The childminder supports children to keep trying when they wish to achieve something. For example, when children want a chair to sit on while playing in the sand, they move a chair. When it falls, they keep trying until they have picked it up and turned it around in the position they wanted. They proudly sit in the chair when it is in place. This shows a positive attitude to learning.
- The childminder supports children to expand their knowledge about diversity and different cultures. For example, children learn about Chinese New Year. They

make displays with snakes and watch dragon dances on the television. This helps to deepen their understanding of the world around them.

- Children explore the outdoor environment. They dig and pour sand and explore water. Indoors, they happily take part in adult-led activities. However, this is not always well-balanced with enough time to explore and follow their own ideas. This does not fully support children to build their confidence in making their own choices and become more independent in their learning
- Children enjoy a wide range of opportunities outside the childminder's home. They visit a farm and shops and meet with other childminders and their minded children. These opportunities help build their social skills.
- The childminder values her own learning. She completes a range of training to help keep her practice up to date. For example, she has completed a number of short courses to expand her knowledge on how to keep children safe. The childminder reviews her learning environment on a regular basis. She looks at what has worked well and things she might change in the future. This supports her to offer a high-quality learning environment.
- Partnerships with parents are good. Parents are happy with the service the childminder offers and say their children are progressing well. The childminder provides parents with information on children's development and what she is working on with them next. Parents, in turn, share what their children have been learning at home. This ensures there is consistency in learning between home and the childminder.

## 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 balance of adult-led and self-directed play, to further encourage children to make choices and become independent learners.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY414841                                                                          |
| <b>Local authority</b>                             | Kent                                                                              |
| <b>Inspection number</b>                           | 10399149                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 21 November 2019                                                                  |

## Information about this early years setting

The childminder registered in 2010 and lives in Aylesford, Kent. She holds a qualification at level 3. The childminder operates Monday to Friday, from 7.30am to 5.30pm, term time only. She opens Monday and Tuesday in school holidays. She provides funded early 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 support the individual learning needs of the children.
- The inspector observed the interactions between the childminder and children, both indoors and outdoors.
- The inspector spoke to children during the inspection to gain their views.
- The inspector took account of the written comments from parents.

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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