

Childminder report

Inspection date: 19 September 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 settle and feel safe in the care of this nurturing childminder. The childminder provides a home-from-home environment that children are excited to explore. Children have a close bond with the childminder and babies often hold their arms up to her for cuddles. They enjoy snuggling in close for stories throughout the day and relish taking part in the many learning opportunities the childminder provides.

Children are building positive friendships with their peers. They like to play together and include each other. Older children are good at supporting the younger ones and offer them toys when they are upset. Children demonstrate positive attitudes towards their learning. The childminder provides resources and activities based around children's interests. She uses gentle encouragement and lots of praise. Older children focus for long periods of time and are keen to share their achievements with the childminder.

Children learn to be independent from a young age. They take pleasure in helping the childminder, such as tidying away resources and getting themselves ready for lunch. The childminder regularly takes children to local toddler sessions, helping them to gain social confidence in larger groups. The childminder focuses on getting children to be ready for school. Children are supported to become confident, happy and curious learners.

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

- Overall, the childminder plans a carefully considered curriculum. She completes regular observations and assessment to create weekly plans to address children's identified next steps in learning. The childminder supports children to build on their existing skills and knowledge. For example, children learn to count to 20, and are then challenged to recognise written numbers and form them correctly.
- The childminder is good at explaining new concepts clearly and slowly. She checks children's understanding and asks them to recall new knowledge to re-enforce the intended learning. For example, older children are supported to sing the alphabet song, learn to recognise written letters and find them in a simple puzzle. However, on occasions, the childminder does not consider how to differentiate the learning to include younger children in some planned learning experiences. Although children are happily engaged, at these times they are not benefitting from the same learning experiences as the other children.
- The childminder supports children's developing language and communication skills well. For example, she often reads with the children and takes them to a local library group. The childminder knows children's favourite stories and uses

this to help them complete familiar sentences and rhymes. She provides a wide range of books and alternates them to link to children's interests or the topics they are exploring.

- Children demonstrate a great deal of focus and concentration. They listen intently to the childminder and can follow instructions well. For example, older children engage for long periods of time completing mazes and drawing pictures. The childminder knows when to offer support and when to sit back and allow children to have a go.
- The childminder is consistent and fair with her expectations of children's behaviour. She reminds children of the rules, such as sitting properly while eating. The childminder uses simple explanations to help children understand why the rules are important. Furthermore, she supports children to think about their friends and consider each other's feelings. For instance, the childminder helps older children understand the different needs of younger children. For example, older children learn to keep the room tidy so toddlers do not fall over.
- The childminder is good at supporting children to think for themselves and to complete tasks independently. She is always there to offer help but consistently encourages children to try first. The childminder uses phrases, such as 'you can do it', to encourage children to persevere. Children delight in their achievements, exclaiming, 'Look, I did it.' The childminder regularly sends children's learning home, so they can share their successes with their family.
- The childminder forms good relationships with children and their families. She regularly shares photos and information about their children's daily experiences. Termly reports help parents to understand where their children are developmentally and how they can further support them at home. Parents reports that they are impressed with their children's progress and say they would 'highly recommend her' to others.

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 planning so that planned activities are differentiated effectively to meet the individual needs of children of different ages, particularly younger children.

Setting details

Unique reference number	EY415828
Local authority	Kent
Inspection number	10364203
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2010. She lives in Sandwich, Kent. The childminder provides care Monday to Friday, throughout the year. She receives funding to provide free early education for children aged nine months to four years. The childminder holds an appropriate qualification at level 3.

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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