

Childminder report

Inspection date:

26 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children that attend this setting are welcomed into a warm, relaxed environment. They are happy, well behaved and settle in quickly due to the care and attentive approach of the childminder. They feel safe and secure as the routine and curriculum are exceptionally designed to meet their individual needs and interests. Children have daily opportunities to develop their understanding of feelings and emotions, with the puppets and storytelling used to cement this. They also enjoy taking part in tasks such as chopping up fruit for snack time and helping to tidy up. Children are fully engaged in a variety of activities as soon as they arrive. They have a high level of engagement as resources such as role play with transport toys, mud kitchen, book corner, puzzles and building blocks are easily accessible.

Children that attend this setting consistently develop the early communication, mathematical and physical development skills needed for the next stage in their education journey. Outdoor learning is embedded into the teaching, and children get to experience the awe and wonder of the natural world around them daily while developing the skills of social interaction and respect for the environment. This might be in the garden with a bug house and bird feeder, or exploring local parks and woods and litter picking. In conjunction with this, children experience a wealth of opportunities to extend their vocabulary. They are constantly engaged in conversations, counting the apples that have fallen from the tree, making animal sounds and actions as they move around the garden, or singing to the tidy up song.

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

- The childminder has a secure knowledge and understanding of the early years foundation stage for toddlers in her care, with a clear focus on communication and language, physical development, and social and emotional development. The childminder skilfully builds on what children know and their interests. While monitoring their progress, she ensures that any gaps are identified and addressed.
- Children have many opportunities to hear and learn new words. Through the clever use of songs, signing and a love of reading, young children and children with special educational needs and/or disabilities become confident communicators that are able to make requests and respond to adults. This prepares them for the next stage in their development.
- The childminder incorporates early mathematical concepts effortlessly into the daily routine, including counting, volume, shapes and size. Children are therefore able to use these skills frequently during play, giving them a sense of achievement and the ability to progress to more complex learning.
- Outdoor learning is at the heart of the teaching for children in her care. The

childminder has a well-considered curriculum that helps to further develop children's natural wonder and understanding of the world. Children have a high level of curiosity and attention as they move freely around the garden and learn to manage risks.

- The childminder successfully promotes physical activity for young children. She focuses on building key gross motor and fine motor skills that will prepare them for the next stage in their development. For example, she supports their independence and self-care skills by teaching them to undress and dress. She also supports them to use tools confidently to chop and build, which are skills needed to build coordination and control.
- The childminder has an effective and creative way of promoting positive behaviour for children in her care. From caring for a pet to learning about good manners, they use these skills as they learn to play cooperatively with adults and peers. Children have a positive attitude and eagerness to learn, preparing them for greater participation when they move on to a more structured learning environment.
- The childminder makes excellent use of local resources, such as toddler groups and trips to the library, to enhance children's learning about the community in which they live. They get to experience different cultural events, which further enhances their social skills and builds confidence, respect for others and self-esteem ready for the next stage in their education.
- Continuous professional development is clearly demonstrated by the childminder. The childminder has considered a previous recommendation and completed several training courses that enhance her daily practice and teaching. Parents speak highly of her professionalism and care and the support given to them. The childminder shares comprehensive information on activities, development and next steps of each child.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY416837
Local authority	Kent
Inspection number	10408217
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 8
Total number of places	3
Number of children on roll	6
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Tunbridge Wells, Kent. She operates her service from 9am to 5:30pm, Monday, Tuesday, Wednesday and Friday, term time only. The childminder holds an appropriate level 3 early years qualification.

Information about this inspection

Inspector

Sonia Lee

Inspection activities

- The inspector discussed with the childminder how she organises her provision to meet the needs of children in the early years foundation stage.
- The inspector viewed a range of relevant documentation.
- The inspector obtained the views of parents.
- The inspector observed the interactions of the childminder with children participating in a range of activities.
- The inspector was shown around the premises by the childminder.

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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