

Childminder report

Inspection date: 19 June 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 and their families are at the heart of this childminders 'home away from home' setting. Children happily enter, eager to play with the childminder and their friends. As such, they develop strong bonds with the childminder and each other, supporting their social skills and positive attitudes. Children enjoy exploring the toys and games set up for them by the childminder. For example, they spend a long time digging for dinosaurs in the pretend 'snake garden'. They excitedly share with the childminder what they have found, remaining motivated and interested. These experiences support children's focus and engagement well.

The childminder knows her children very well. She follows children's interests and plans a range of visits and outings to support their wider experiences. For example, children talk avidly about walking to the local shops to buy different fruits for snack time, paying with their 'pennies'. The childminder supports children's developing mathematical skills well. She models to children how to count objects accurately and to begin to tell the time. These activities help support children's understanding successfully. Children behave well. Where needed, the childminder gently reminds them of the rules. She joins in celebrating with them when they do things for the first time. This helps to effectively develop children's confidence and self-esteem.

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

- Children develop secure relationships with childminder and her family. She is a good role model, genuinely listening to children and encouraging them. Children respond well to her instructions. For example, they wait patiently for their friends to finish at snack time demonstrating good manners.
- The childminder helps children to learn about others. She uses stories and books to support children's understanding of different cultures and families. She takes children on a range of visits and trips to local areas of interest, such as castles and gardens to develop children's understanding of the world around them.
- Children benefit from a range of healthy snacks and meals. The childminder uses her own experiences to ensure children with dietary needs are well catered for. Children delight in trying new fruits at snack time, exclaiming that the watermelon is 'delicious'. These activities encourage children's understanding of healthy eating well.
- The childminder plans activities to support children's language and literacy effectively. For example, children are encouraged to 'read' to their friends. The childminder helps them identify letters of their names in stories, supporting their knowledge of letters and sounds. Children use words such as 'cocoon' and 'chrysalis' following a story about a hungry caterpillar, extending their vocabulary.
- Children benefit from a range of resources designed to support their physical

skills. For example, they enjoy using a seesaw together and riding bikes. Older children enjoy using large counters to play a game outside, supporting their large movement skills. Younger children make pretend cups of tea for the childminder, carefully pouring drinks for her, supporting their concentration.

- The childminder encourages children's independence skills well. She encourages children to put on their own sun cream to go outside and reminds them to drink plenty of water in the sun. Children respond well, immediately going to wash their hands before lunch. These activities support children's self-care skills effectively.
- Children benefit from smooth transitions to school. The childminder has very good relationships with the local school and ensures information is shared effectively to help children settle in. She arranges visits from teachers to her home to meet children prior to starting school. She seeks effective support from other childminders and the local authority to ensure her knowledge and skills continue to be up to date.
- Parents speak highly of the childminder. They appreciate the 'adventures' she plans for their children. They talk fondly of the relationships their children have with her and her family. They feel well supported themselves as parents and appreciate the regular photographs of their children during the day. However, not all parents know what their children's next steps are to help them further support their children's progress at home. Nevertheless, children enjoy attending and parents report how happy they are.

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 information sharing with parents to support their understanding of their children's progress to further support learning at home.

Setting details

Unique reference number	EY431663
Local authority	Kent
Inspection number	10398914
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in Ashford, Kent. She offers all-day flexible care on weekdays and weekends if needed. The childminder is registered to provide free early education for children aged two, three and four years. The childminder has a level 3 qualification and is registered to work with an assistant.

Information about this inspection

Inspector

Victoria Salisbury

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their 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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