

Childminder report

Inspection date: 16 July 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

The nurturing and gentle childminder welcomes children, who arrive eager to spend time with her. They soon settle down to play with activities they have chosen. They sit together, chatting with their friends and the childminder, who listens to them carefully while developing their vocabulary and extending their conversations.

Children know what is expected of them, and they display positive behaviour. They help one another while they play and when they need to clear away for new activities. Children listen to the childminder and respond well to her requests. The childminder needs only to remind them of simple rules, such as keeping the sand in the sand tray, and the children immediately comply. The children demonstrate good self-control and self-regulation. They focus their attention well and become deeply involved in games and activities.

Children love to play imaginatively and build stories while they play. For instance, they are soon enjoying a pretend picnic when they play with toy fruit and vegetables. They sustain their play well, taking turns and sharing without the childminder needing to step in. This helps children gain the social skills they need to make good friendships in the setting and when they move on to school.

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

- The childminder makes regular assessments of children's learning and development to plan her exciting and stimulating curriculum. She tailors learning to meet children's individual needs and uses additional funding well to ensure that they can make rapid and effective progress. She adapts activities to help children learn in the way they prefer and at an appropriate level. This means all children are fully engaged and learning while they play.
- The childminder's curriculum for supporting children to develop their fine physical skills is well planned. Children develop dexterity and good hand-eye coordination when they use scoops in the sand, prepare their fruit with a safety knife and use tongs to pick up small objects. Although children enjoy physical activities, such as dancing and walking, the childminder's intentions for supporting children to develop their larger physical skills are less well sequenced. This means children's larger physical skills are promoted spontaneously rather than purposefully planned and targeted.
- The childminder skilfully introduces children to mathematical concepts while they play. For example, she introduces complex games, such as finding and naming numbers she has hidden in the sand. Children demonstrate good mathematical awareness from a young age. They competently count, use positional language and recognise numerals. Children recognise similarities and differences in small

details, such as patterns and subtle colour variation.

- The childminder provides children with age-appropriate resources that help them become competent in using technology. For example, children select songs they would like to hear and play them on an audio box. Children use pretend phones in their role play. This helps children develop their skills and awareness of technological items they encounter in the real world in a safe and playful way.
- Children's communication and language skills are good. The childminder encourages them to name items, retell familiar stories and talk about their experiences. While children speak, she gently corrects any mispronunciation and provides alternative words in her responses. This helps increase children's knowledge of words, as well as helping them speak clearly and confidently.
- Children learn to keep themselves safe and healthy. For example, the childminder helps them make links between the food they eat and their health when children pick tomatoes they have grown and eat them for snack. She provides children with the words they need to express their needs, including using sign language, to give them the confidence they need to express their worries, preferences and opinions. This helps children develop healthy lifestyle habits to support their health and well-being.
- The childminder helps children develop a sense of themselves as part of a group and within the wider world. For example, she uses children's natural curiosity to seek out sensory experiences and their motivation to explore when she takes them to the beach or on trips to the aquarium. This helps children build a greater understanding of their community and the world.
- The childminder fosters strong relationships with parents from the outset. She listens carefully to them, viewing them as the child's first and foremost educators. They work well together to help all children make progress. Her shared approach means parents feel valued and supported. This helps the childminder maintain continuity in children's care and education.

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:

- provide a well-sequenced curriculum to extend and build children's large physical development skills.

Setting details

Unique reference number	EY478848
Local authority	Kent
Inspection number	10398919
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	0 to 6
Total number of places	6
Number of children on roll	16
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2014 and lives in Ashford, Kent. She operates her service from Monday to Friday, from 8am to 6pm, for most of the year, except for bank holidays and family holidays. The childminder provides government-funded places for children between the ages of nine months and four years. She holds a relevant childcare qualification at level 2.

Information about this inspection

Inspector
Alison Martin

Inspection activities

- The childminder spoke with the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views with the inspector.
- The childminder provided the inspector with relevant documentation.

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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