

Childminder

Unique reference number (URN): 2772644

Registered with Ofsted: 22/01/2024

Registers: EYR, CCR, VCR

Inspection report: 13 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make rapid progress in all areas of their learning, particularly in their communication and language development. They express their own ideas and needs with increasing confidence. Younger children learn to effectively say when they need help. Older children learn a breadth of sophisticated language to describe the world around them. For example, they use the words 'chrysalis' and 'metamorphosis' when describing the life cycle of a butterfly.

All children make exceptional progress from their starting points, including children who face barriers to their learning. For example, children who struggle with their emotions quickly learn ways to self-regulate. They are able to recognise when they need time away and can safely find a cosy space to make them feel secure. This allows them to soon positively re-engage, feeling settled and ready to learn.

Children have excellent independence skills, helping prepare them for the next stage in their education very effectively. They eagerly persevere as they put their own shoes and waterproofs on for the garden, help tidy away resources and set up new activities together. Children thrive under the care of the childminder, building their confidence, sense of belonging, and curiosity for the world around them.

Behaviour, attitudes and establishing routines

Strong standard ●

The childminder has established an incredibly calm and nurturing environment where she is very clear and consistent with her expectations and boundaries. Children are extremely good at following the expectations for her home, being respectful with the resources and treating each other with care and kindness. Securely embedded and familiar routines support all children to feel settled in a predictable environment.

The childminder has an excellent understanding of each child's individual character which enables her to build warm and trusting relationships. The children often spontaneously cuddle her and beam as they run to her for comfort.

The childminder thoughtfully plans activities that she knows will support children to build friendships with their peers. She uses her knowledge of children's shared interests and provides support alongside them to promote playful interactions. Children enjoy being together, enthusiastically share resources and relish in sharing story time.

Children are incredibly eager to join in with the variety of interesting activities. For example, they giggle with anticipation as they watch the childminder fill a tray with ice and play insects before they think how they could release them. Children are curious, excited and motivated to listen and take part. They demonstrate immense concentration as they focus for long periods of time.

The childminder ensures that she considers and includes all children, based on their individual age and stage of development. She adapts her practice and expectations based on her expert knowledge of what each child is capable of. The childminder works with

children and families to promote the importance of regular attendance. This establishes clear expectations and helps children develop consistent routines, further enhancing their wellbeing and readiness to learn.

Children's welfare and wellbeing

Strong standard 

The childminder prioritises children's emotional wellbeing extremely well. She places a high priority on communicating with parents and developing a deep understanding of the children and their families. This enables her to make appropriate adaptations to her care routines to support children's individual needs, such as following medical care plans. This ensures that children feel safe, happy, settled and comfortable in their surroundings.

The childminder provides a welcoming space where children thoroughly enjoy learning and play. Children feel very close to the childminder. They confidently ask her for help when needed and quickly settle from her patience, kind words and cuddles of reassurance and comfort.

Securely embedded and well-structured routines motivate children to understand how to keep themselves safe and healthy. For example, children have learnt to wash their hands before meals and to take off wet shoes before coming in the house. The childminder introduces new fruits to the children to explore different tastes and expand the range of healthy foods that they enjoy. She works with parents to progress self-care skills. This offers a highly consistent approach to developing children's toileting skills, for example.

Children are superbly supported to begin to recognise and manage their own emotions, including children who face barriers to their learning. The childminder reads appropriate stories with children to help them understand feelings and what they mean. She talks calmly and gently and understands that children may need time to self-regulate. The childminder has an abundance of patience and understanding that supports children to have positive mindsets and be ready and excited to learn.

Curriculum and teaching

Strong standard 

The childminder provides an inspiring curriculum where children learn a great depth and variety of knowledge and skills. Through meticulous assessment and planning, the childminder provides activities and resources that are precisely linked to what children need to learn next. She effortlessly weaves this through interesting and engaging topics that support children to develop a breadth of knowledge across all areas of the curriculum.

The childminder has consistently high expectations for all children and makes adaptations to include those with barriers to their learning. This ensures all children make excellent progress across the curriculum. She uses praise and encouragement to support children to build confidence in their abilities and the desire to persevere. The childminder is highly skilful at adapting her teaching in the moment. This supports children to follow their own ideas and thoughts and to develop a love and deep curiosity of learning.

The childminder places high priority on supporting children to have excellent communication and language skills. She focuses on introducing pre-planned new vocabulary every day. She provides many opportunities where children can practise using them across different

situations to fully embed them. For children who have a language delay, she is driven to research different language acquisition techniques. This ensures that all children make excellent progress with a unique process that directly supports them.

The childminder is a skilled teacher and extends children's mathematical knowledge through exciting challenges. For example, children learn about fractions at snack time and compare sizes and weights when playing in the sand.

Inclusion

Strong standard ●

The childminder is passionate about inclusion and provides remarkable support for children with special educational needs and/or disabilities (SEND) and those with barriers to their learning. She has developed highly effective systems to assess and monitor children's progress, to allow her to swiftly identify any potential barriers to learning. The childminder utilises her wealth of previous experience, and current knowledge and skills to take prompt and successful action to close any gaps in children's learning.

The childminder has many support systems in place to seek additional advice from professionals about the best way forward. In addition, she proactively targets her own personal training to the unique needs of the children. This furthers her expert understanding of how to adapt her practice to support children's diverse needs.

The childminder is highly reflective of the physical environment and the resources she provides to make it a safe and comfortable place for children. All children, including those with SEND, benefit from the meticulously planned environment alongside the childminder's high-quality interactions. The childminder uses quick thinking to adapt her practice in the moment to support children's learning. She keeps children's next steps in learning in her mind at all times, so that she can consistently support them to make sustained progress.

Communication with parents is fully embedded to enable a continuity of care. For example, to share medical care plans and practical strategies to support development at home. This helps ensure that children with any identified barriers to their learning receive coordinated and timely support.

The childminders passion and impressive actions to support children with barriers to their learning makes a demonstrable difference to the opportunities and experiences of children. For example, children who require support with their emotions and social skills are now able to happily attend groups, cope with new situations and are able to safely explore the world around them.

Leadership and governance

Strong standard ●

The childminder is highly reflective of her setting and is driven to strive for excellence for all children. She is committed to expanding her already impressive level of experience and skills. The childminder regularly seeks targeted training to address the specific needs of the children attending, including those with barriers to their learning. For example, a recent focus on the different approaches to the way children learn language has made a real difference to children's skills and futures. The childminder has detailed plans in place to

further enhance the excellent opportunities she offers all children and to strengthen her teaching even further.

The childminder has many links in the community with other specialists and professionals. She utilises these links to share information and seek advice to ensure she offers consistently high quality care and education. The childminder has close relationships with the local schools, supporting smooth and effective transitions for children.

Partnerships with parents are exemplary. She regularly shares information about the children, offering ideas to further their learning at home. They work together to support children's development, monitoring next steps in learning and sharing children's achievements. Children benefit from this considerably and develop excellent skills and knowledge, beyond what is expected for their age.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children flourish under the highly nurturing care of the childminder. They feel safe and calm in a predictable environment, with well-established routines and consistent expectations that support their wellbeing. Children have built secure and warm relationships with the childminder. This allows them to thrive in their development, feeling emotionally safe and supported.

Children benefit from a rich and engaging curriculum that supports all areas of development. They are excited and motivated to join in, exclaiming in joy as they explore new resources and learn about the world around them. A highly inclusive environment supports children who face barriers to their learning to be involved. The childminder is sensitive and consistently adapts the environment to suit each child as an individual.

Children thoroughly enjoy learning outdoors where the childminder mirrors the inside environment. They benefit from an abundance of exciting outings to further enhance their learning. For example, they attend regular playgroups to support their social and physical skills and confidence in new situations. Furthermore, children relish in visits to the local zoo and farm to make learning about animals come to life.

All children make excellent progress from their starting points. Every child is supported at their individual age and stage of development. This enables all children to achieve sustained progress, quickly becoming confident, independent and curious learners.

Children's families are valued and welcomed into the setting. The childminder ensures regular and thoughtful discussions with parents to enable her to be highly reflective of the care and education she offers. The limitless support she gives families and children has a significant positive impact on their wellbeing and their futures. The childminder consistently explores ways to support children's attendance and is flexible and caring in her approach.

Next steps

- The childminder should sustain her work to ensure continued improvement and high standards. She should focus on creating a transformational impact on the outcomes and experiences of children, including those who face barriers to their learning and/or wellbeing.
-

About this inspection

The inspector spoke with the childminder and children during the inspection and considered the written views of 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.

Inspector:

Nina Harvey

About this setting

Unique reference number (URN): 2772644

Type: Childminder

Registration date: 22/01/2024

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Kent

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 13 May 2026

Children numbers

Age range of children at the time of inspection

2 to 6

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright