

Childminder report

Inspection date:

17 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder has taken steps to increase her knowledge about how to keep children safe. She demonstrates a warm and caring approach towards children, and they play and learn well. Children show that they feel happy and secure. They respond well to the childminder's positive interactions with them. This helps children to quickly settle into new routines. Older children show high levels of confidence as they eagerly introduce unfamiliar adults to their younger friends. Children follow instructions and form warm bonds with each other. Their emotional well-being is supported well.

The childminder gathers important information from parents and others involved in children's care. She is aware of what children enjoy and uses this to help to engage them in learning. This contributes to the focus and attention that children show during activities. For example, they find and name dinosaurs as they complete puzzles. Children develop a love of books. They request favourite stories and enjoy using props. Children are keen to turn pages and name characters.

The childminder encourages children to develop their independence and make choices about what to do or play with. Children wash their hands, learn how to dress themselves and express their wishes in positive ways. Children develop the skills that they need for their next stage in learning and moves on to school.

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

- The childminder has improved her knowledge and skills. She has completed training to update her knowledge of safeguarding issues. The childminder knows how to respond to, and report, concerns about a child's welfare. She has taken action to minimise risks in her home. The childminder has not notified Ofsted of certain changes, as required. However, these do not have a significant impact on the care of children, and the childminder delivers an effective service.
- The childminder regularly shares information with parents about children's experiences. She seeks information from other settings that children attend. This helps the childminder to build on what children know and can do. The childminder's shared approach has a positive impact on the continuity of children's care and learning.
- The childminder helps children to label and use self-registration cards on arrival. Children show dexterity as they use creative tools. Children snuggle into the childminder as they listen to self-chosen stories and sing related songs. Children point to characters and giggle at unusual phrases in the text. The childminder provides good support for children's early literacy.
- The childminder develops children's mathematical awareness in a range of ways. She encourages children to count pieces of fruit as she serves snack. Children

match and fit puzzle pieces and understand positional language. The childminder helps children to understand the concept of time as they speak about past events.

- The childminder discusses how to safely cross the road and the importance of staying close to adults during shared stories. Children learn about making healthy food choices. The childminder explains to them why she cuts up their fruit to avoid the risk of choking. She introduces words such as 'plaque' and 'tartar' during discussions about tooth brushing. This helps children to understand how to manage their safety and maintain good health. They develop their vocabulary well.
- The childminder values the backgrounds of children. For example, she makes books for children that show pictures and key words in their home language. The childminder speaks with children about their experiences away from her setting and the important people in their lives. This helps children to develop a sense of belonging and feel emotionally secure.
- Children have opportunities to do things for themselves and solve problems. However, very occasionally, children are unable to fully express and use their imaginations during creative activities. For example, the childminder provides children with pre-printed templates rather than encouraging them to draw their own representations. That said, the childminder assists children to use props and represent characters during storytelling.
- Children enjoy frequent outings to local groups. These help them to develop friendships in different social situations. Children show that they behave and interact well with others. Very occasionally, the childminder does not plan enough purposeful activities for when children are at home. Nonetheless, children engage well with what is offered and make good progress in their learning.

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:

- enhance opportunities for children to use their ideas and imaginations during creative activities
- review activities and routines so that meaningful learning opportunities are planned for children throughout each day.

Setting details

Unique reference number	136585
Local authority	Bromley
Inspection number	10396711
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	2 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 March 2025

Information about this early years setting

The childminder registered in 1996 and lives in Beckenham, in the London Borough of Bromley. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact of this on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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 2025