

Childminder report

Inspection date: 1 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with this warm and caring childminder. Her calm manner helps to create an inviting and secure environment. The childminder's gentle interactions support children to settle. Children laugh and smile as they confidently explore the environment and the resources on offer. The childminder knows the children well. Her knowledge of each child supports her to meet their needs. For example, she knows their routines and understands what children need when they fuss or cry and responds in a timely manner. This helps children to feel safe, settled and secure in her home.

The childminder provides a curriculum that supports children in all areas of learning. She gathers information from parents and uses observations to determine what children already know and can do. She plans what she wants children to learn next, based on their age, ability and interests. The childminder provides resources, activities and experiences to help children to make progress in all areas. She offers children different experiences, such as travelling on buses and trains and visits to the library.

The childminder understands the importance of supporting children's social skills. She encourages children to share and take turns and she talks to them about their actions and the impact on their friends. She plans regular visits to local playgroups to support older children in her care to socialise with other children of a similar age. This helps them to practise their social skills and prepares them for their transitions to nursery or school.

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

- The childminder is passionate about child development. She knows what she wants children to learn during their time in her care. She has high expectations for children's learning and wants them to be confident, resilient and willing to have a go. The childminder provides a wide range of opportunities to support children to develop the knowledge and skills needed for their next stage in learning. For example, children strengthen the muscles in their hand by exploring and scooping dried rice and holding instruments such as shakers. This prepares children for the skills needed to mark make.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She understands the importance of good communication with parents and other professionals to ensure a consistent approach in supporting all children to make good progress. She provides resources and activities to support individual needs and follows advice given from professionals involved with the children.
- The childminder encourages children to be independent. The environment is set

up so that children can access their resources and make choices in their play. The childminder provides babies with scoops in activities to develop the skills needed to feed themselves. However, at times, she does not always provide opportunities for children to do things for themselves in the moment, such as providing spoons for babies to try to feed themselves or enabling babies to practise holding their own beakers at lunchtime.

- The childminder provides a language-rich environment. A range of books are accessible for children of all ages. For example, there are texture and board books for babies and storybooks for older children. Babies turn pages and feel the different textures on the pictures while listening to the childminder read. The childminder speaks to babies throughout the day. She comments on what they are doing and introduces new words as they play. For instance, when babies explore different sounds from toys, the childminder says words such as 'shake' and 'rustle'. For older children she asks questions and uses picture cards with simple words to match activities.
- The childminder supports children's emotional development and well-being. She comforts children with cuddles and kind words when needed and she reads stories about feelings. However, she does not always explore the different emotions that children express. This would further support children to understand and learn to manage their own feelings.
- Children have many opportunities to develop their physical skills. The childminder takes them to the local park and soft-play sessions. They have regular access to the childminder's garden where they can run and move freely. The childminder encourages babies' physical skills to develop with a range of resources and methods. For example, she places toys slightly out of reach to encourage babies to crawl or pull themselves up to get to them.

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:

- further promote children's independence by providing resources and opportunities for children to do things for themselves
- help children to manage and understand their emotions further, by building on opportunities for children to identify and talk about their feelings.

Setting details

Unique reference number	2660466
Local authority	Bromley
Inspection number	10350696
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the London Borough of Bromley. Her operating hours are from 7.30am to 6pm, Monday to Friday, all year round. The childminder holds an early years qualification at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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