

Childminder report

Inspection date: 7 November 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

The childminder provides children with an ambitious curriculum tailored to their developmental stages. Currently, her main focus is on nurturing children's personal development to ensure they grow emotionally secure. The childminder's calm demeanour and kind approach create a nurturing environment for children. This helps children to feel happy and safe. This is evident in their behaviour, such as when they snuggle up to the childminder during story time. Children listen attentively. They smile and babble, which reflects their happiness. The childminder's efforts contribute significantly to children's positive attitudes towards learning.

The childminder has high expectations for children. She models clear language and uses simple sign language. Young children demonstrate their understanding of basic instructions. This practice supports their communication skills well. Children are motivated to use their emerging physical skills. For example, they strengthen their core muscles while crawling and pulling themselves up. Additionally, the childminder teaches children the daily routines of the setting. She is quick to respond to children's care needs. For example, during lunchtime, when she notices that children are reluctant to eat their food, she promptly offers them alternatives. This fosters a positive mealtime experience and helps children to develop healthy eating habits.

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

- The childminder understands well how to support young children's learning and development. She creates a safe and welcoming environment to help build positive relationships with children and their families. This gives children a good start to their education.
- Parents are delighted with the service they receive. They feel well informed about their children's learning and development. Since attending, parents report notable progress in their children's language and social skills.
- The childminder observes and assesses children's learning regularly to inform her curriculum. For instance, she recognises that children enjoy exploratory and sensory activities, so she incorporates these into her planning. However, there are occasions when the childminder does not organise some planned activities as effectively as she could. This hinders her ability to provide targeted support to children. Consequently, some children become disengaged, and their enjoyment of the activities is not maximised.
- Children have access to a wide range of toys and resources that are intended to enhance their playtime experience. However, the indoor play area sometimes becomes cluttered with toys left across the floor. This does not consistently support children's exploration in play as well as it could.

- The childminder consistently models polite words, such as 'please' and 'thank you'. She complements this with sign language to enhance children's understanding of good manners.
- Children gain strong independence skills from a young age. For example, they are keen to feed themselves at mealtimes. If children struggle with this task, the childminder is ready to support them. This gives children the confidence to do things for themselves.
- The childminder is proactive at promoting children's health and well-being. She upholds high standards of hygiene practices, such as cleaning surfaces and children's hands. Additionally, the childminder ensures that children have access to fresh air and exercise. These practices support children's overall health and development effectively.
- During spontaneous play and activities, children hear numbers, such as from one to five. Additionally, the childminder introduces basic shapes and patterns to children. This provides them with a strong foundation in early mathematical concepts.
- The childminder involves parents in evaluating her setting. Since registering with Ofsted, she has implemented positive changes, especially to her outdoor area. This enables children to use the garden throughout the year, supporting their physical skills well.
- The childminder actively promotes her professional development. For instance, she has learned how to incorporate nursery songs and rhymes to enhance children's vocabulary. This helps children develop their language skills in line with what is expected for their age and developmental stage. The childminder is also interested in pursuing additional training on attachment to help her build even closer relationships with children.

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 the organisation of some planned activities to fully support children's focus on intended learning outcomes and their enjoyment
- arrange play areas effectively to provide enough clear floor space for children to explore toys and resources freely.

Setting details

Unique reference number	2672493
Local authority	Bromley
Inspection number	10363599
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the London Borough of Bromley. She offers care from 8am until 5pm, Wednesday and Thursday, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and the inspector discussed the organisation of the early years provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents spoke with the inspector on the telephone to share their views on the quality of the provision.
- The childminder provided the inspector with a sample of key documentation on request, such as written comments from parents and her training records.
- The inspector observed the interactions between the childminder and children, inside and outside.
- The inspector interacted with children at appropriate times during the inspection.

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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