

Childminder report

Inspection date: 20 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and nurturing environment where children are happy and settled. Children have a positive relationship with the childminder and seek her out to share experiences or to ask a question. Children are confident within the setting to explore activities and experiences set out as part of the childminder's broad and ambitious curriculum. Children show sustained focus and engagement at their play, taking part in tasks for extended periods of time.

The behaviour of children is good. The childminder has high expectations of children and children respond well to these. Children are polite and use please and thank you when sharing resources and asking for things. Children play cooperatively with each other, as the childminder supports children to understand how to share and take turns. Children help to tidy up and take care of their environment.

Children are independent. They go and get a tissue when asked, blow their nose and then put it in the bin. Children take their bowls into the kitchen when they have finished snack and put on their shoes before going into the garden. The childminder provides children with lots of praise and encouragement that helps them to persevere when they find tasks tricky.

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

- The childminder accurately assesses the starting points of children to understand what it is they already know and what they need to learn next. She tracks children's development through regular observations, ensuring she understands the progress they continue to make and what further challenge she can introduce. Children are well prepared for the next stage of their learning.
- Overall, the childminder promotes children's communication and language well. The childminder introduces new language during children's play, such as 'spatula' while they are cooking to increase their vocabulary. The childminder provides a narrative to children's play. When children mispronounce words, the childminder clearly repeats it back to them with the correct pronunciation. However, when questioning children, the childminder can ask too many questions in a row or else provides too quick an answer. This does not always give children enough time to process what is being asked and recall information to answer.
- The childminder skilfully helps children to develop their knowledge and understanding of mathematical concepts. Children confidently count objects past 10, they recognise and name colours and identify shapes. Children use positional language such as up, down and under with confidence in their play. Children confidently use tools for purpose. They concentrate as they carefully use

tweezers to collect plastic minibeasts in cups from a tray.

- The childminder makes use of her local environment to teach children about the world around them and enhance their learning experiences. Children visit the library and borrow books according to their current interests and themes of learning. They visit local playgrounds, taking part in group activities and socialising with other children. The childminder takes children to local green spaces and parks to observe changes in nature and to further develop their physical skills.
- The childminder encourages children to develop healthy lifestyles. She provides nutritious and balanced meals that children are enthusiastic to eat. Children happily devour cheese and cucumber wraps, with strawberries and yoghurt for pudding. The childminder helps children to learn to cover their mouths when coughing so as not to spread germs and to wash their hands before mealtimes and after playing in the garden.
- Partnership with parents is good. Parents speak extremely highly of the setting. They comment that the childminder communicates well each day with photos and an update, plus there are monthly newsletters promoting the learning themes for the month. Parents feel well informed of how their children are developing and what their next steps are.
- The childminder is reflective in her practice and regularly seeks feedback from those who use her service. The childminder attends regularly training to continue to promote her own professional development. She is driven to continue to enhance the service she provides to 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:

- enable children time to reflect on simple questions asked, recall information and use their developing language skills to find answers.

Setting details

Unique reference number	2689117
Local authority	Bromley
Inspection number	10376331
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 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Orpington, in the London Borough of Bromley. She is available to mind Monday to Thursday, from 7.45am until 5.30pm, throughout most of the year. The childminder holds qualified teacher status. The childminder accepts early education funding for eligible children.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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