

Childminder report

Inspection date: 25 February 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 provides a friendly, nurturing environment. She engages children through her fun and enthusiastic interactions. Caring relationships are evident. Children learn through a broad curriculum that develops their language and physical skills and a sense of belonging, instilling a positive attitude towards learning. Children focus on being imaginative. They engage in construction role play, building walls and using tools to knock them down. Children persevere as they use scissors to cut pictures, developing their fine motor skills. The childminder joins in, providing a commentary that teaches children the vocabulary that describes their actions. Children smile proudly at her interactions and praise.

Children develop their confidence in social situations. For instance, they eagerly engage with visitors, engaging them in their play and conversations. Children are beginning to develop their independence. For instance, they find their boots and coats to get ready for garden play.

The childminder engages in children's play at their level. For instance, she helps children as they build sandcastles. Children snuggle with the childminder as she reads them familiar stories. This helps to further children's development. Children feel safe and secure. Children use their manners and behave very well.

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

- Children are taught using a range of activities that are well planned and meet the needs of individual children. The childminder collects information from parents and works with other settings the children attend. The childminder observes children's play and understands what they need to learn next. Focused activities have specific learning intentions for individual children. For example, children concentrate intently as they sort different solid shapes into colour categories. However, the childminder's enthusiasm during interactions with children means they do not always have time to explore their own thoughts and ideas as they play, to maximise their learning.
- Children are confident communicators, who engage well in discussions. The childminder supports this well by providing children with lots of opportunities to explore language in conversations and activities. For example, children test the speed as they roll cars down the ramps and enthusiastically tell the childminder which is faster. Children eagerly listen and join in stories, retelling familiar stories with the childminder.
- Children are developing mathematical concepts. They use counting in their songs and the childminder helps them to estimate and match numerals to quantity as they sort different coloured and sized foam blocks. Children are developing concepts, such as names of solid shapes, as they describe

differences in shapes they find.

- There is a very strong emphasis on children developing their physical skills. The childminder encourages children to be safe and manage risks as they navigate steps in her garden. Children develop their coordination. They snip paper with scissors and use scoops to fill buckets at the sand.
- Children learn first hand about their local community and the wider world outside the setting. They enjoy regular visits to local toddler groups, where they form friendships outside the setting, and trips to the local park. The childminder uses the local family centre to engage in a variety of activities, including completing a course to enhance mathematics she embarked on with the children.
- Partnerships with parents are effective. The childminder shares information with parents, such as the progress their child is making and how they can support learning at home. The childminder establishes partnerships with other professionals. This promotes continuity in children's learning.
- The childminder is committed to enhancing the care and teaching she provides for children. She embraces opportunities to extend her knowledge and skills by accessing training courses and completing professional development programmes. However, she has not fully established a self-evaluation process that seeks the views of parents to develop the setting further, and enhance outcomes for children.
- The childminder failed to notify Ofsted of a significant event in a timely manner, which is a requirement of her registration. However, we discussed this information with her and have established that this has no impact on the quality of care and education she provides.

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:

- focus more intently on allowing children to lead their play and direct their own learning
- seek parents' views as part of the self-evaluation process to enhance outcomes for children further.

Setting details

Unique reference number	2695514
Local authority	Bromley
Inspection number	10376042
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Biggin Hill, within the London Borough of Bromley. She operates from 7.30am to 5.30pm, Monday to Friday, all year. She holds a relevant childcare qualification. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector sampled written feedback from parents sharing their views.
- The inspector viewed a sample of key documentation.

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