

Childminder report

Inspection date: 30 June 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

Children are welcomed into a caring, home-from-home environment, where they feel secure and valued. The childminder builds close, nurturing relationships with each child, enabling them to confidently arrive and settle quickly into their day. She creates a calm and purposeful atmosphere, where children are encouraged to make independent choices in their learning and develop curiosity.

Children enjoy a broad range of experiences, indoors and outdoors. They excitedly explore treasure baskets filled with objects linked to weekly themes, such as shapes, colours, or nature. They engage in forest school outings and explore muddy puddles, supporting their physical development and connection with the world around them.

The childminder promotes self-care and independence from an early age. Children are encouraged to manage their own toileting, put on shoes and help set up for circle time. They demonstrate confidence when speaking to others and show kindness, such as offering toys to their friends or fetching a fresh nappy when asked.

Children benefit from routines that are both structured and flexible. They enjoy lots of child-led play and group sessions led by the childminder with interactive discussions. This helps them to build early language skills. The setting's ethos of warmth, independence, and play-based learning prepares children well for their next stage of education.

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

- The childminder provides a curriculum that is thoughtfully sequenced and rooted in children's interests. She uses topic-based planning to ensure all areas of learning are covered weekly. For example, children were learning about the number nine, the colour yellow and the sounds 'S' and 'P'. Activities are well matched to the children's needs, which helps them to make progress.
- Overall, communication and language skills are developed well. The childminder uses every opportunity to introduce new vocabulary and model conversational turn-taking. Children are encouraged to recall previous learning and ask questions. During group time, they were introduced to words, such as 'pentagon' and 'hexagon', and participated in discussions about planets. Although these experiences are helping to build children's vocabulary, the childminder does not always consider how she organises these sessions so that there are no distractions. She can sometimes ask too many questions. This means children find it hard to concentrate and become less engaged in their learning.
- Children develop strong independence skills and have positive attitudes to their

learning. They manage self-care routines, such as toileting and handwashing, with minimal support. They also help with tasks like handing out mats or assisting peers. These routines help to support their confidence and prepare them well for the next stage in their learning.

- Children regularly go out and explore local parks and woodlands. They engage in activities based on a forest school approach, such as climbing, investigating natural materials and using outdoor equipment. These activities help children to have a sense of the world around them, while developing their physical skills and raising their confidence and self esteem.
- Parents feel well informed and describe the childminder as 'caring, organised and professional'. They comment on how they appreciate all the experiences their children are offered and that they would happily recommend the setting to other parents.
- The childminder monitors the progress of each child effectively and takes the time to understand them well. She uses this knowledge to plan their next steps. The positive relationships she builds with the children encourage good behaviour, and children respond to her respectfully. However, at times, she forgets to consistently model language for them, which helps develop good manners further, such as reminding them to say please and thank you.
- The childminder has made a good start in her childminding career. She is reflective and committed to learning new skills to further develop her abilities. For example, she attends training twice a month to support this. She has a solid understanding of keeping children safe and helps children learn to manage risks appropriately. For instance, the children are taught how to navigate a threshold step to the garden and were able to demonstrate what they needed to do when she blows a whistle to indicate there might be a fire.

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:

- strengthen children's understanding of social expectations and positive interactions through more consistent modelling of language
- review the presentation of adult-led activities to help children sustain concentration and get the most out of their learning experiences.

Setting details

Unique reference number	2714005
Local authority	Bromley
Inspection number	10392094
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates from her home in Bromley, Kent. The setting is open from 8am to 6pm, Monday to Friday. The childminder holds a level 3 childcare qualification and a higher level diploma.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- 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 in written feedback.
- The childminder showed the inspector relevant 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