

Childminder report

Inspection date: 22 July 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 happy and content in the welcoming home-from-home environment. The childminder forms strong, nurturing relationships with children, which helps them feel secure and confident. They approach her for reassurance and comfort when needed, knowing their emotional needs will be met. Children benefit from familiar routines that support their independence and confidence. They wash their hands without prompting and choose where to sit for snack time. Older children help cut up bananas with plastic knives, showing confidence with familiar tasks. This supports their independence and self-care skills.

Overall, children behave well and show respect for the setting's expectations. They help tidy up, wait at the door for outdoor play, and follow instructions such as being asked to 'sit down' for stories or group sessions. Younger children learn these routines through modelling and encouragement. Children respond positively to praise and are developing a sense of responsibility. They enjoy helping with day-to-day tasks. The childminder supports communication and language development effectively. Children join in enthusiastically with familiar songs and rhymes, naming animals in a storybook and counting legs on a spider in a picture. These activities help children recall and build vocabulary in a fun and interactive way.

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

- The childminder plans a curriculum that builds children's knowledge over time and responds to their interests and needs. She introduces early mathematics and literacy concepts through play and daily routines. For example, children count fruit pieces while they eat. This ensures that learning is first hand and meaningful to them.
- The childminder uses her assessments well to identify children's progress and plan next steps. She adapts her teaching to ensure that all children can access learning. Children with special educational needs and/or disabilities are given supportive opportunities to build their physical strength and social confidence through different experiences daily. The childminder also works with outside agencies to help children make progress.
- Children benefit from an environment rich in language. The childminder uses books and flash cards to extend their vocabulary. She introduces new words and encourages children to join in, recall facts and share ideas. This supports children's language development overall. However, at times, the childminder asks lots of closed questions, particularly during group sessions. This can restrict children's opportunities to hold conversations that allow them to think deeply or express themselves fully in their own words.
- The childminder is a reflective practitioner and engages in regular professional development. She uses training to improve her provision. She works alongside

other childminders and other professionals to ensure that consistent, high-quality care is offered to all children.

- Children demonstrate good behaviour, and expectations are reinforced positively when needed. However, the childminder does not always provide clear reasoning for why certain boundaries are necessary. As a result, children may not always fully understand how their actions can affect others as they begin to understand their feelings and emotions.
- The childminder establishes strong partnerships with parents through consistent communication and a caring approach. She uses daily contact books and holds regular discussions to keep parents informed about their children's progress. She shares updates on their development and next steps. This helps keep parents involved in their children's learning journey and allows them to provide additional support at home. This ensures that there is a consistency of care. Parents commented on how happy their children are to attend the setting, noting that they always arrive with 'a big smile on their face'.
- The childminder actively promotes British values and cultural capital by teaching children essential social skills, such as queueing in shops, sharing and practising polite language like 'please' and 'thank you'. She also provides them with new experiences such as outings on buses and trains and visits to local libraries and playgroups. This helps to build children's sense of the world around them.
- The childminder promotes healthy lifestyles through home-cooked meals and everyday routines, and conversations to help children learn and understand how to make good choices. For example, while playing with pretend food, she asks them to sort it into 'healthy' and 'unhealthy' categories, which prompts a discussion about good nutrition. Children are able to recognise a good choice, showing they are beginning to understand how to take care of their bodies.

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:

- use more open-ended conversations with children to further develop their communication and language skills
- give clear, age-appropriate reasons for rules and behavioural expectations in order to help children self-regulate and manage their own feelings and behaviour.

Setting details

Unique reference number	2730479
Local authority	Bromley
Inspection number	10398511
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Bromley, Kent. She holds a relevant childcare qualification at level 3. She cares for children from Monday to Thursday throughout the year.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback from parents.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.

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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