

Childminder report

Inspection date: 12 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

The childminder and her assistants create a warm and welcoming environment where most children can independently explore the resources. They are very responsive to the children and give lots of support and cuddles when needed. Children move around the childminder's welcoming space with confidence. They engage well with the learning the childminder provides. She encourages and supports children to interactive with visitors. This promotes a sense of confidence and feelings of security.

The childminder plans an ambitious curriculum. She ensures children have access to extend their learning in a well laid out garden. For example, children enjoy having their meals in this space, where they talk to the childminder about the weather and build relationships with their friends. Children behave well. The childminder and her assistants help them to make positive behaviour choices. They praise children when they display wanted behaviour, which helps to build their self-esteem further. The childminder is supporting children's emotional health well.

The childminder promotes children's health needs. She thoughtfully considers children's sleep arrangements. For instance, there are two sleep areas to support children's individual sleep preferences. She also prepares their mealtimes carefully, adhering to children's allergy and dietary requirements. Fresh water is in easy reach for them.

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

- Children are developing an interest in literacy and communication. The childminder and her assistants provide a good range of opportunities for children to engage with stories, rhymes and songs. The childminder's assistants communicate words clearly and use age-appropriate questioning to support children's understanding further. Younger children independently select books and respond positively to adult interaction. The children are demonstrating early engagement with reading.
- The assistants support children's early maths well. Children join in counting songs. They play with construction blocks, and the childminder's assistants introduces mathematical language such as 'big' and 'small', supporting children's understanding of size.
- The childminder ensures the environments, both inside and outside, are laid out to promote older children's physical skills. They confidently climb outdoor apparatus. They independently use the toilet with support from assistants. They enjoy playing with small world toys and drawing resources. Children are developing their small and large muscle skills well.
- The oldest children enthusiastically start their learning at the beginning of the

day. The children have a familiar routine that supports their learning. This includes a circle time, and time to choose their own learning. But the childminder is not fully effective in planning the routines well for younger children. They spend too much time in their highchairs during breakfast, which means that the childminder's planning is not fully supporting the youngest children's small and large motor skills.

- Children enjoy the learning experiences. They enjoy talking about the texture and firmness of the sand. They pat and smooth it with their hands and spades. Other children have fun interacting with the assistants as they play with small world vehicles. The childminder provides meaningful learning to support children in the prime areas of development.
- Parents report that the childminder is friendly and welcoming. Children are happy and like to attend the setting. Parents receive communication from the childminder about the daily routines and activities. However, they do not receive detailed information about their children's development, to enable them to better support their children's learning further at home.
- Generally, the childminder supports good hygiene practices. She cleans the nappy changing area promptly and thoroughly after each child is supported with their personal care. However, on occasion, her assistants do not promptly wash their hands after wiping children's noses. This means that children do not receive consistent messages about the importance of healthy practices.
- The childminder completes training, such as paediatric first aid, safeguarding courses and other relevant training. This supports her, and her assistants', professional development further and, in turn, benefits children's learning.

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:

- reconsider the planning for the youngest children, so they receive experiences to further build on their small and large motor skills
- provide parents with more precise information about their children's learning to support them to continue their children's learning at home
- improve hygiene practices so that they are consistently embedded to promote children's understanding of good hygiene.

Setting details

Unique reference number	2751165
Local authority	Bromley
Inspection number	10396613
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 11
Total number of places	36
Number of children on roll	40
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works in Orpington in the London Borough of Bromley. The childminder provides care all year round, from 7.30am to 7pm, Monday to Friday. She works with another childminder and employs a total of four assistants. The childminder provides government funded childcare.

Information about this inspection

Inspector

Anne-Marie Giffits

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of a group activity.
- The inspector gathered comments from parents about their children's experiences at the setting.
- The inspector interacted with children during the inspection.
- The inspector spoke to the childminder's assistants 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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