

Childminder report

Inspection date: 28 August 2024

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 warm and welcoming home-from-home environment where children feel safe and secure. Children arrive happy to attend and say goodbye to their parents at the door. The childminder provides reassurance and cuddles. This helps children to settle quickly and supports their emotional well-being. The childminder promotes children's independence. For instance, she encourages them to take off their shoes and make choices in their play.

The childminder has high expectations for all children and provides a challenging and well-resourced curriculum to support children's learning. She engages with children as they play and encourages them to stay focused and extend their levels of concentration. For example, children build with bricks, complete puzzles and explore different textures of shells in the water. They use tweezers and make marks in the dough to extend their fine motor skills.

The childminder supports children's emotional well-being effectively. She promotes positive behaviour and uses praise and encouragement. The childminder is attentive to children's needs and talks to them regularly about their feelings. She provides gentle reminders and gives clear explanations so children understand what is expected. Children respond well and learn how to share and be kind. They behave well and use good manners.

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

- The childminder plans an exciting and challenging curriculum which builds on children's interests and previous experiences. She uses observations to identify children's next steps in learning. The childminder completes ongoing assessments to ensure that children make good progress. She actively engages with children as they play to extend their learning. However, during some activities, the childminder attempts to cover a wide range of learning aims rather than focusing on what children need to learn next to help them to make the best progress.
- The childminder promotes children's communication and language skills well. She speaks clearly and provides clear explanations. The childminder introduces new vocabulary and encourages children to repeat words and extend their sentences. Children enjoy sharing stories and singing with the childminder. Younger children enjoy turning the pages and naming objects, which helps to strengthen their early literacy skills.
- Partnerships with parents are strong. The childminder gathers information from the beginning, which helps her get to know children well. Parents state that communication is good and the childminder shares regular updates about their children's learning and progress. They say their children have made strong

attachments and improvements in their confidence and language. However, the childminder has not developed partnership working with other settings that children attend, to help provide a consistent approach in children's care and learning.

- Children benefit from the opportunities to learn about healthy lifestyles. They regularly play outside to develop their physical skills, balance and coordination. The childminder provides healthy snacks and meals and grows vegetables with children. She instils good hygiene routines, which supports children's self-help skills. The childminder reminds children to stay hydrated and they learn about the importance of wearing sun cream.
- The childminder embeds a culture of diversity and inclusion in her practice. She teaches children about different languages, religions and cultures through stories, activities and by learning about festivals. This helps children to learn respect for others and what makes them unique. The childminder takes children on trips in the local area. She uses these visits to support children's knowledge of the diverse community and increase their social skills.
- The childminder promotes children's interest in mathematics as they play. Children learn about halves and quarters as they complete puzzles. They count with the childminder as they sing and learn about different sizes. The childminder encourages children to be independent. For instance, they wash their hands and feed themselves. The childminder reinforces rules and gives children praise when they help to tidy away the toys and share with their peers.
- The childminder is passionate about providing high-quality care and learning. She regularly evaluates her practice and seeks views from parents to help make further improvements. The childminder shares ideas with other childminders. She is proactive in keeping her continued professional development up to date to extend her knowledge and skills to benefit children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which 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 precisely on children's next steps in learning during planned activities, to help them to build on their knowledge and consolidate their learning
- strengthen partnerships with other settings that children attend, to provide a more consistent approach to children's care and learning.

Setting details

Unique reference number	2757198
Local authority	Bromley
Inspection number	10349596
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in Bromley Common, in the London Borough of Bromley. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The childminder and inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including a paediatric first-aid certificate, qualifications, insurance and suitability checks.

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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