

Childminder report

Inspection date: 3 September 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

Children form strong attachments with the childminder. She provides a warm and friendly welcome on arrival. Children happily say goodbye to their parents at the front door, and most children separate with ease. The childminder offers a flexible approach to settling new children to the setting. She considers the age and stage of development of children and the wishes of the parents. This supports children's emotional health and helps them to feel safe and secure.

The childminder is developing a learning programme that is predominately bilingual. Children hear and speak both English and Spanish in this bilingual setting. For instance, they enjoy a reading experience in Spanish then later a group experience in English. This helps children learn words in both languages. Overall, the childminder supports children learning well in the prime area.

The childminder gently reminds them of the settings expectations. Children behave well and learn to show consideration towards each other. For instance, the children wait patiently as they line up to take turns to wash their hands. Children play well together, kindly passing resources to each other at the creative table. This supports children's independent skills well.

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

- Children have good opportunities to develop their small- and large-muscle skills. For example, the babies explore the texture of dry foliage and leaves as they squeeze it. Older children enjoy taking part in a music and movement session with other adults in the setting. This is benefiting children's physical development well.
- While reading with adults in the setting children snuggle in and gather round them. Adults help them to learn and identify action words. For example, children merrily imitate handwashing actions, as they engage in stories. Children readily share these books with their friends and visitors. Children are developing a love of reading, understanding and literary skills.
- The childminder consistently model kindness in their interactions with children. They enjoy learning and playing alongside the childminder. But during some routine and group experiences the childminder does not consistently use her interactions to extend children's communication and language skills even further.
- Children learn in a clean environment. The childminder teaches them the importance of washing their hands, particularly before eating. She uses mealtimes to promote and encourage children's independence further. Children receive praise and encouragement to chop their own fruit at snack time. This prepares children for their next steps in education.
- The childminder recognises when children are sleepy. She sometimes settles

them outside in the fresh air at other times she settles them in a quiet room with good ventilation. The childminder monitors children as they rest. Children wake naturally from their naps. The childminder is promoting children's emotional health and well-being.

- The childminder forms good relationships with parents. She regularly shares information with them about their children's day and what activities and experiences they have been completing at the setting. However, the childminder has not made professional links other settings children attend. This does not further strengthen the consistency and continuity of care in children's learning experiences.
- Parents comment that the childminder is approachable and helps them to support their children's early development at home, such as toilet training. Parents praise the childminder for her attentiveness to their children. Parents are particularly happy that their children are learning to speak in English and Spanish. This supports children's learning at home.
- The childminder reflects on her practice and finds ways to improve her knowledge. She accesses training to further her skills and shares her learning with the other adults in the setting. This helps to improve learning outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the quality of adult interactions with children to help children learn more effectively as they play and during routine times
- build links with other settings that children also attend, to help promote further continuity in their care and learning.

Setting details

Unique reference number	2760174
Local authority	Bromley
Inspection number	10349672
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	0 to 4
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 lives in Bromley, in the London Borough of Bromley. The childminder holds a childcare qualification at level 2 and works with two assistants. The childminder works Monday to Friday, 7.30am to 6.00pm all year round, except for family holidays.

Information about this inspection

Inspector

Anne-Marie Giffits

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS learning programme.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.

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 2024