

Childminder report

Inspection date: 10 October 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 children with an exciting learning environment where they can make choices from a good range of resources and activities. She creates warm relationships with children and spends most of her time playing with them. The childminder encourages children to join in with all activities to help them to develop their confidence and good emotional well-being.

The childminder uses her curriculum to focus on helping individual children to learn the essential skills they need for starting nursery and school. She plans and provides a good variety of play opportunities and routines to extend children's learning well. The childminder offers children sufficient challenge and checks what they remember from previous learning, before moving them on to what comes next. Children's progress is evident in their everyday play and routines. For example, older children know what they need to do next as they prepare for snack time. They confidently speak about using plastic knives safely to chop their fruit. Younger children are keen to copy them and begin to learn these new skills in simple steps. All children show positive attitudes towards their play experiences.

The childminder explains her rules to children and consistently models good manners. Even the youngest children learn to say 'please' and 'thank you' in the right contexts.

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

- The childminder organises her home and routines well. She reflects on her work and uses parents' views and children's ideas to continually improve her teaching skills. Children make good progress in their learning and development.
- The childminder implements her curriculum in small, achievable steps so that children learn and remember more over time. She uses assessments of children's progress from their starting points to plan what they need to learn next. The childminder knows children well and understands how they progress at different rates. She shapes activities to offer children challenge and meet their individual learning needs.
- The childminder forms close bonds with children. She offers praise and reassurance as children try new or more complex activities to deepen their knowledge. For example, older children learn mathematical language, such as 'one more' and 'quarters', as they develop their early mathematical skills. Children are not afraid to ask for support when they need it and develop good levels of confidence and self-assurance.
- The childminder helps children of all ages to do things for themselves. For example, children cut fruit, wipe their faces after eating and help to tidy away. The childminder encourages their independence well, ready for their future

learning.

- The childminder focuses well on helping children to learn and use new and more complex words. She uses books and stories to help them make connections with real-life experiences. For example, children learn words such as 'magician' and talk about how bats live in trees. Occasionally, the childminder does not encourage children to take turns in conversation to further encourage their communication and language skills.
- The childminder encourages children to develop their physical abilities in a variety of ways. Children practise their hand and finger movements as they play turn-taking games. They excitedly join in with a music-and-movement activity as they tell others that they are going to do exercises. All children join in as they jump, hop and run on the spot and move their bodies in different ways. Children develop good physical skills.
- The childminder manages children's behaviour well. She is quick to redirect minor disagreements, particularly when some children are more vocal than others. The childminder explains to children about sharing and being kind to their friends. Very occasionally, she does not help children to understand how their actions can affect others to help them to learn more about regulating their own behaviour.
- The childminder works well alongside other professionals to share information about children's progress. She has good relationships with parents and encourages them to extend their children's experiences at home. The childminder's approach helps to achieve consistency in children's care and learning. Parents report positively about the childminder's practice and their children's achievements.

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:

- encourage children to take turns in conversations and to listen as well as to speak to others to further encourage their communication and language skills
- take all opportunities to help children to learn more about how their actions can affect others to further encourage their understanding of positive behaviours.

Setting details

Unique reference number	2760467
Local authority	Bromley
Inspection number	10349601
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 7
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Bromley. She operates during school term times, from 7am to 4.30pm, Monday to Thursday. The setting is closed on Fridays. The childminder provides government-funded childcare to children aged 20 months to three years. She holds an appropriate early years qualification.

Information about this inspection

Inspector
Stephanie Graves

Inspection activities

- The childminder showed the inspector the areas of her home that she uses for childminding.
- The inspector read written feedback from parents and children's older siblings.
- Children approached the inspector to share their toys and to talk about their activities.
- The inspector observed the childminder's interactions with children and assessed the impact of these on their care and learning.
- The inspector and the childminder jointly evaluated the effectiveness of an activity.
- The childminder provided the inspector with documents and records to sample, including the checks completed to determine the suitability of household members.

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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