

# Childminder report

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Inspection date: 22 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder offers a calm and warm environment where children build positive relationships. She offers a curriculum that is rich, ambitious and takes children's learning needs and stages of development into account. As such, children develop well and at their own pace. They are confident to communicate what they want, and learn to be independent in their needs. The childminder provides activities that stimulate children's curiosity and help them to understand the world. For instance, children plant herbs and collect leaves from the garden that they explore afterwards. They look at books and sing songs that they enjoy listening to while attempting to do the actions.

The childminder teaches children to be kind to each other. Children are happy to take on tasks, such as helping to tidy up or attempting to clean their own trays after lunch. The childminder constantly praises children for attempting to do things by themselves, and celebrates their achievements when they do something for the first time. For example, when children count independently, or put their shoes on without much help, she tells them how proud she is. This helps children to feel confident to attempt new things and builds their self-esteem.

The childminder sets her expectations for children's behaviour clearly and appropriately. She encourages children to use gentle hands and take turns with toys. The childminder explains that everyone will have a chance to play and redirects children's attention in a calm and gentle manner. As a result, children understand boundaries and behave well.

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

- The childminder has a good understanding of how children learn. She plans a curriculum that is progressive and extends children's learning well. The childminder plans activities that reflect children's interests and meet what she wants children to learn. For example, she offers scoops for children to practise using their hand muscles, to support early writing in the future. The childminder identifies children with special educational needs and/or disabilities early and puts support in place to make sure that they make good progress from the start.
- The childminder supports children's communication and language well. She introduces new words during children's play and explains what some objects are used for. For example, the childminder teaches children that measuring spoons can be used for baking in the kitchen. She constantly talks to children, making comments about what they are doing and asking questions. When the childminder reads books and sings songs, she uses different tones and vocalisations to keep children interested and engaged. This helps children to expand their own vocabulary and become competent communicators.

- The childminder interacts well with children. She purposely teaches children something new or reminds them of something they have done before. For example, the childminder talks to children about the colour of their clothes that match the colour of the fabrics they were playing with before. This helps children to remain engaged in their play and recall their own learning. However, at times, the childminder changes topics too quickly. As such, children do not always have enough time to process the information and respond to what is being asked.
- The childminder provides a routine that is calm and predictable. She tells children what is happening and what will happen next. This helps children to feel settled in the environment as they know what to expect. The childminder teaches children how to do things for themselves. She encourages them to find their shoes and put them on independently. She recognises the positive impact that this has on children's personal confidence and supports them to achieve it.
- The premises are safe and clean. The childminder identifies potential hazards in her home and knows what to do to minimise risks. For example, she checks her garden for animal waste and uses gates to secure play areas. The childminder provides healthy and nutritious meals that are prepared daily, taking into account children's ages and individual needs. She knows how to cater for children's dietary requirements and has relevant discussions with parents regarding healthy eating.
- Parent partnership is effective. The childminder builds positive relationships with parents and keeps them informed of their child's progress and learning needs. Parents say that they can see the positive impact that the childminder has had on their children's development. They appreciate how warm, kind and approachable the childminder is, and say that their children are always eager to go to the setting.

## 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:**

- give children more time to process and respond to what is being asked before moving on to something else.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2765856                                                                           |
| <b>Local authority</b>                             | Bromley                                                                           |
| <b>Inspection number</b>                           | 10349664                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 0                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Bromley. She operates her childminding provision all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sonia Ferreira

## Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn, with a particular focus on communication and language.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder and inspector discussed how the curriculum is implemented during activities and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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