

Childminder report

Inspection date: 4 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children flourish in the loving and nurturing care of the childminder. The thoughtful and gradual settling-in procedures that the childminder offers help children feel comfortable, safe and secure. Children have warm relationships with the childminder and their peers. They enjoy using their imagination and creativity during play. For example, they pretend to take a trip to a zoo, enthusiastically talk about various animals and count them. Children contribute to the fun and playful atmosphere as they spontaneously share resources with each other. Children have good self-esteem and are confident communicators.

The childminder designs and implements an ambitious and balanced curriculum. The curriculum is carefully planned to address any gaps in children's learning, including those who have special educational needs and/or disabilities (SEND). Children take part in a variety of experiences and activities in the local and wider communities. For example, they visit parks, playgroups, historic sites and farms. Children's interactions in these environments help them to strengthen their sense of belonging and learn about nature.

Children know the routine well. They choose toys that interest them and tidy up when they finish playing with them. The childminder has high expectations for children's behaviour. She is a good role model and reminds children to use good manners. For example, she encourages children to say 'please' and 'thank you'. Children behave well and make good progress in all areas of development.

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

- The childminder provides children with several opportunities during the day to promote their independence. For example, children wash their hands before mealtimes, use the toilet by themselves and hang their coats on the low-level pegs. The childminder praises children for their effort and achievement, which boosts their confidence and positive self-image.
- The childminder promotes children's communication and language skills well. Children enjoy singing nursery rhymes, such as 'Five Little Monkeys Jumping on the Bed' and 'Incy Wincy Spider' and engaging in storytelling sessions. The childminder and children constantly have meaningful conversations. She sensitively repeats words back when children mispronounce them. These strategies help extend children's language skills.
- The childminder has a secure understanding of child development. She uses careful observations, assessments and children's interests to plan group activities. However, she does not always ensure these activities extend the learning and skills of more-able children. For example, during an arts and crafts activity, the childminder uses scissors to cut templates of animals, rather than

giving children the opportunity to attempt this task for themselves. This does not help children achieve the best possible progress.

- Mark-making resources are available for children to access when they choose to. Children use various crayons with confidence to create different artworks. They thoroughly enjoy talking about their artworks, giving them names like 'rocket', 'rainbow' and 'sea monster'. This is one way the childminder supports children to develop their fine motor skills and hand-eye coordination.
- The childminder discusses how she supports children to meet their developmental milestones, including those with SEND. For example, she collaborates with other professionals and parents to help children make significant progress in their learning and development. Children are well-prepared for the eventual move on to school.
- The childminder supports children to develop healthy lifestyles. She provides a range of homemade nutritious snacks and meals. Children enjoy fresh air and exercise as part of their daily routines, including outings to local parks and walks in the community. Consequently, children develop their large muscles, coordination and stamina.
- The childminder finds various ways to enhance children's development of mathematical concepts. For example, children enjoy joining colourful magnetic pieces to make different structures and recognise basic shapes such as, triangles, rectangles and squares. This approach builds on children's knowledge of shape recognition.
- The childminder builds strong partnerships with parents, who would highly recommend her services to others. They describe her as 'thoughtful, reliable and caring' and appreciate the 'stimulating, welcoming and safe' environment she provides for children. The childminder regularly updates parents on their children's progress and activities they engage in at her setting. However, she does not consistently consider ways to involve parents in extending their children's learning at home.

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:

- plan and implement group activities to extend the learning and skills of more-able children to help them make the best possible progress
- consider ways to consistently provide parents with suggestions and guidance on how they can further support their children's learning at home.

Setting details

Unique reference number	EY309863
Local authority	Bromley
Inspection number	10376152
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2005. She lives in Chislehurst, in the London Borough of Bromley. She operates all year round, Monday to Friday, from 7am to 6pm, except for family holidays and bank holidays. The childminder works with an assistant. She offers the government funded places for childcare.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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