

Childminder report

Inspection date: 6 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this childcare provision. They are confident to explore and make independent choices from an early age. The childminder develops strong bonds with children, and they feel extremely safe and secure in her care. The childminder supports children's emotional well-being through her warm and caring approach to them.

The childminder helps children to be kind and considerate of one another. She is an effective role model and helps children to build positive friendships. The childminder sets clear expectations for children. This can be seen during the walk to school, where older children look out for their younger peers. Children talk about the things they care about.

The childminder has a clear understanding of what it is she wants children to learn. She aims for children to acquire skills to promote their independence. For example, she wants children to be able to make their own choices, look after themselves and be able to communicate their needs.

The childminder has a strong focus on children with special educational needs and/or disabilities. Her ongoing assessment of children's development helps to identify gaps in learning at an early stage. The childminder works well with parents and any other professionals involved to ensure that the gap can be closed in time. This supports and provides children with consistency in their care and learning.

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

- The childminder uses a variety of ways to help children gain an understanding of the wider world. Children have plenty of opportunities to learn about the community they live in. The childminder takes children on daily outings in the community where they meet different people. They visit local playgroups, the library, parks and shops. Learning opportunities such as these give children an understanding of the world beyond their own.
- Children learn about expected behaviours and understand appropriate boundaries. The childminder role models what is expected of children and supports young children with sharing during play. The childminder has good insight about the things that could impact on children's behaviour, such as when they are tired. This supports a very calm and friendly atmosphere that enables children to thrive in their learning.
- The childminder supports, through effective communication, those children who are learning to talk. She gives younger children opportunities to make sounds, use simple words and extend their language during their play. For example, when children pretend to make calls, she says 'beep, beep, beep' and children

repeat after her. Additionally, she uses children's knowledge to extend their experience, asking if they are calling their family member. The childminder responds when young children babble and make sounds and adds in words to extend children's vocabulary.

- The childminder understands the use of assessment and completes the progress check for children aged two years. This helps her to have an overview of where children are in their learning and development. However, the childminder does not fully consider the individual interests of younger children closely enough to sustain their engagement. This does not continuously ensure that younger children's learning is maximised.
- The childminder provides children with daily opportunities to learn outside. She supports children's physical development and their development of large body movements and coordination outdoors. However, the childminder places less emphasis on refining these skills in the home environment to help develop younger children's physical development further.
- The childminder establishes effective partnerships with parents from the beginning. This supports children's social and emotional development, especially during the settling-in period. Parents speak highly of the childminder. They explain how regular conversations help them to keep up to date with the children's progress and activities. They explain that they are well supported as families with the childcare the childminder provides. Partnerships with parents are strong and effectively support children's education and care.
- The childminder is committed to providing a positive learning experience for the children in her care. She ensures she is up to date with all her mandatory training and continuously reviews her practice. The childminder uses a variety of ways to evaluate her provision and develop herself. For example, she accesses training, reads professional articles and shares knowledge with other childminders.

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 a broader range of learning experiences for the younger children that focus more precisely on their individual next steps, so they make greater progress in their development
- strengthen the curriculum for physical development to ensure that younger children have a wide range of opportunities for physical activity.

Setting details

Unique reference number	EY320012
Local authority	Bromley
Inspection number	10368387
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2006 and lives in Orpington, in the London Borough of Bromley. She operates from 7.15am to 6pm, Monday to Thursday. The childminder has a foundation degree in early years. She offers the government funded places for childcare.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- 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 2025