

# Childminder report

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Inspection date: 10 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| 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 | Met |
|----------------------------------------------|-----|

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

### **The provision is good**

The childminder provides a very welcoming, home-from-home, nurturing and caring environment to help children to feel safe and emotionally secure. Young children are happy and social, such as when the inspector arrives. They keenly tell them about the toys they like to play with, and hand the inspector toy money. The childminder plans many opportunities for children to act out their own experiences and to play imaginatively. She encourages children to press buttons, recognise numbers and speak into a pretend till microphone. This also helps children to make sense of their world, such as through exploring technology.

The childminder is a very good role model. She is calm and nurturing in her approach and supports children's positive behaviour. She sensitively explains to children that their actions may have consequences, such as when children drop toys on a wooden floor. Children demonstrate very positive behaviour. They listen to, and keenly follow instructions. For example, children enthusiastically sing, 'it is time to tidy up' as they willingly help the childminder to tidy toys. All children are keen learners and make good progress.

The childminder increases children's knowledge, social skills and good health well, overall. For example, she plans regular visits to local parks and woods, the library and toddler groups. This also helps to develop children's sense of community within their local area.

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

- The childminder understands the importance of partnership working with other professionals. For example, she successfully works in partnership with teaching staff from other settings children also attend. They share important information together about what children know and can do for a seamless and consistent approach.
- Continuous professional development is of high importance to the childminder. She keeps her knowledge and skills up to date, such as when she accesses regular training sessions online with a range of early years organisations. This helps the childminder to consistently provide high-quality inclusive care and education to all children. Furthermore, she regularly meets with other childminders to share values, policies and practice to help to keep her early years practice current.
- Overall, the childminder provides an ambitious and varied curriculum for all children to help to meet their individual learning needs and interests. For example, the childminder provides many opportunities for children to act out their home experiences, such as supporting children to carefully cradle baby dolls as they pretend to feed them. Although, on occasions the childminder does

not always challenge children's learning to an even higher level, such as on occasions, when she does not encourage children to 'have a go' and do things for themselves.

- Despite this, the childminder ensures that children are consistently engaged, curious and thoroughly enjoy the experiences available to them. For example, they keenly squeeze and prod dough when they create gingerbread men shapes and make cups of tea with a pretend tea set. Children ask the childminder to read stories about a stick man, and eagerly sing five little ducks. Children have a very positive attitude to their learning.
- The childminder builds on children's independence and self-help skills well. For example, she encourages children to wash their hands before a snack and supports them to safely use a knife as they chop fresh fruit for a snack. Children also benefit from freshly prepared meals and snacks to help to develop their good health and healthy habits.
- In partnership with parents, the childminder identifies children's starting points when they first start, such as what they know and can do. She regularly checks their learning and development to ensure that there are no gaps in children's learning. All children make good progress. However, the childminder does not always plan learning opportunities to focus sharply on what children need to learn next.
- The childminder provides a language-rich environment to help to support all children's communication and language skills very well. She interacts positively with children, encourages them to take turns in conversation, and consistently comments on their play and learning. Children are confident communicators and excel in their language development.

## 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:**

- consider how to provide greater challenge during children's experiences
- enhance learning opportunities so that planned experiences focus more precisely on what children need to learn next.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY331342                                                                          |
| <b>Local authority</b>                             | Bromley                                                                           |
| <b>Inspection number</b>                           | 10335439                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 15 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2006. She lives in Orpington, in the London Borough of Bromley. She provides care from Monday to Friday, 8am until 6pm, for most of the year. The childminder provides free early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Morgan

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- 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.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector evaluated morning activities and opportunities.
- The inspector took account of parent's views.

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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