

Childminder report

Inspection date: 21 January 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

The childminder provides a welcoming and safe environment. Toys and equipment are easily accessible to children, encouraging them to make independent choices in their play. Children are curious learners who confidently explore the organised environment. They demonstrate high concentration and resilience when engaging in various activities. For example, children persist in finding the correct puzzle piece that fits, and they take pride in their achievements. The childminder offers children effective praise and encouragement, to which they respond positively. This support helps enhance children's self-esteem and confidence.

The childminder designs a comprehensive curriculum around children's interests and needs. He offers a variety of non-fiction and fiction books. Children enjoy listening to storybooks and talking about books they have read. For instance, children turn the pages of the book and enact a familiar story using captivating and expressive intonation. Children are developing a love for reading.

Children enjoy playing with their friends and the childminder. They form strong relationships with one another. The childminder is a good role model. He promotes the use of good manners, such as saying 'please' and 'thank you'. Children are friendly and polite. They show good behaviour and make significant progress in their learning and development.

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

- Children are physically active and enjoy sensory play. In the garden, they play ball games and climb the steps on a slide. Children also spend time investigating sand and water. For example, they feel the cold water and exclaim, 'ice looks like glass'. This contributes towards developing children's large muscles and understanding of the world around them.
- As part of the curriculum, the childminder organises trips in the local and wider communities. For example, children visit parks, playgroups, garden centres, museums and castles. These experiences provide children with opportunities to build on their social skills and learn about road safety. Additionally, this contributes to children's understanding of similarities and differences between people in modern Britain.
- The childminder recognises the importance of promoting healthy lifestyles among children. He consistently implements good health practices, such as handwashing and providing nutritious, balanced meals. However, he does not always take opportunities to educate children about the effects of healthy lifestyles on their bodies. For example, he does not explain how handwashing contributes to children's overall health. As a result, this approach does not fully enhance children's understanding of healthy lifestyles.

- The childminder spontaneously integrates mathematics into daily routines and children's play. He introduces mathematical language, such as 'halves' and 'quarters', as children cut fruits for snack time. Additionally, while children climb the stairs, he encourages them to count to 10. This is one way in which children learn about essential mathematical concepts, such as counting and measurement.
- The childminder recognises the value of working alongside external professionals. He collaborates with other childminders to provide flexible care options for parents. For instance, he shares information with these childminders about children they both care for, which contributes to the continuity of their care and education.
- The childminder promotes communication and language well. Children love singing songs, nursery rhymes and reading stories. During storytelling sessions, the childminder and children engage in meaningful conversations about stories. For example, he uses open-ended questions to help children recall and share what they have learned. Children confidently use phrases and sentences to share their ideas and thoughts. These learning experiences contribute positively to children's language skills.
- The childminder recognises the importance of ongoing professional development. He regularly undertakes training to keep his mandatory qualifications current. However, he has not participated in additional training opportunities to help enhance his strong knowledge and further build on his good-quality teaching skills.
- Parents are highly complimentary about the care and education that the childminder provides. They describe his services as 'consistent, reliable, safe and excellent'. He shares daily information about what children have been learning, which helps promote continuity of learning at home. Partnerships with parents are strong and effective.

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:

- make better use of opportunities to educate children about the effects of healthy lifestyles on their bodies
- participate in a wider range of professional development opportunities, focusing on enhancing knowledge and teaching skills to extend children's learning even further.

Setting details

Unique reference number	EY346756
Local authority	Bromley
Inspection number	10372552
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 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	25 April 2019

Information about this early years setting

The childminder registered in 2007. He lives in Beckenham, in the London Borough of Bromley. He operates all year from 7.45am to 6.15pm, from Monday to Friday, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3. He works with a co-childminder. The childminder offers 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 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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