

Childminder report

Inspection date: 4 June 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 warm and welcoming home-from-home environment, where children feel safe and secure. Children receive a friendly greeting on arrival. They are keen to come inside and settle quickly. Children demonstrate their close bond with the childminder. They enjoy cuddles and respond to words of reassurance, when needed. The childminder promotes independence and encourages children to take off their coats and shoes.

The childminder plans a broad curriculum and promotes all areas of learning. She provides a range of activities and resources to reflect children's interests. For example, children enjoy pretending to cook food in the role-play kitchen. The childminder engages in their play by providing demonstrations, sparking conversations and increasing their imaginations. She knows the children well and adapts activities accordingly to ensure all children can participate effectively. This includes children with special educational needs and/or disabilities (SEND).

The childminder uses gentle reminders to help children follow the rules. She role models expected behaviour and reinforces good manners. The childminder regularly uses praise and encourages children to try things for themselves. Children show a positive attitude and increase their concentration. Children are learning to share resources and take turns with their peers.

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

- The childminder gathers detailed information from parents at the start, which helps her to plan her curriculum. She builds on children's previous learning and introduces new first-hand experiences, like cooking and gardening. The childminder uses observations and ongoing tracking, including the progress check at age two. This ensures any concerns are raised with parents and gaps in learning are addressed. All children make good progress from their starting points.
- Children benefit from the childminder's strong focus on language development. She provides commentary as children play and introduces a wealth of new language. Children are encouraged to build on their sounds and repeat new words. The childminder asks questions and gives children time to think and respond. She regularly shares stories and sings with the children, which extends their communication and language skills.
- Parents speak highly of the childminder and the service she provides. They state their children enjoy attending. Communication is good and they are kept updated on their child's day. The childminder shares children's progress, their next steps and ideas to continue learning at home. However, the childminder has not extended working in partnership with other settings children attend, to

provide a cohesive approach.

- The childminder extends children's understanding of healthy lifestyles well. She provides fruit for snack time and home-cooked nutritious meals. Children drink water and follow good hygiene routines. The childminder supports children to develop their physical skills and extend their balance and coordination. Children enjoy playing in the garden, where they climb the slide and learn to kick and throw balls.
- The childminder provides a diverse and inclusive service. She supports children with SEND well and works with parents and other professionals to meet children's individual needs. The childminder plans activities to celebrate different cultural and religious festivals. She supports children with additional languages to use these alongside learning English. This helps children to learn about others and what makes them unique.
- The childminder regularly takes children on trips to the park and groups in the local community. They also visit other childminders. This helps children to learn about the world around them and extends their social skills. The childminder introduces colours as children paint and draw with chalk to extend their fine motor skills. Children count with the childminder and extend their knowledge of numbers.
- The childminder regularly reflects on her practice. She has addressed her previous recommendations by providing more outside time for children. She has also extended her continued professional development and keeps her knowledge and skills up to date. However, the childminder does not seek the views of parents to help her make further improvements to raise the quality of the service she provides.

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:

- develop partnership working with other settings children attend to provide a consistent approach to care and learning
- strengthen evaluation to include views from parents to help make further improvements.

Setting details

Unique reference number	EY426782
Local authority	Bromley
Inspection number	10392363
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	1 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 August 2019

Information about this early years setting

The childminder registered in 2011 and lives in Eltham, in the London Borough of Bromley. She works all year round from 7am to 6pm, Monday to Friday. The childminder offers government funded childcare. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder and inspector carried out a learning walk together to discuss the childminder's curriculum.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents including paediatric first-aid certificate, qualifications, insurance, and suitability checks.

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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