

Childminder report

Inspection date: 12 May 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 thrive in this warm, welcoming and inclusive setting. They arrive confidently and greet adults with smiles, then settle quickly into familiar routines. From the start of the day, they are encouraged to be independent, taking off their shoes and washing their hands, ready for breakfast. These daily routines help children learn how to care for themselves and build their self-confidence.

Children form strong bonds with the adults who care for them. The childminder knows each child well and offers praise and reassurance, helping children to feel safe and secure. Social skills are nurtured throughout the day as children chat with each other, take turns and work together on activities, such as building train tracks or tidying up.

The setting's separate cabin and garden provide a calm, focused environment. Children are highly engaged in storytelling, singing and creative play. The childminder introduces children to sounds and letters, which also helps to prepare older children for later learning. Children benefit from the consistent expectations for behaviour and the positive role modelling they see. There is a real sense of community and care, where every child is valued and supported to make good progress in their own way.

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

- Children enjoy their time in this nurturing and well-organised setting. They are engaged, and they play enthusiastically. The childminder knows what she wants the children to learn and designs her curriculum around this. She supports children's development across all areas of learning. Children develop positive attitudes towards their learning, and they are emotionally well prepared and ready for their next steps.
- Children are provided rich opportunities to support their language development. Adults skilfully model vocabulary and prompt discussion throughout the day. During the inspection, children spoke confidently about their weekend trips to the beach, naming items such as sun cream, ice-cream and sandcastles. Repetition and rhythm at story time helps build children's listening and comprehension skills. Older children respond enthusiastically to questions, while younger children benefit from sitting close to adults and participating in actions. Children are developing good communication skills.
- The childminder and her assistants form good relationships with children. They are calm, consistent and quick to remind children of the expectations. Children respond well to gentle reminders to use their 'listening ears' and show kindness to others. This helps children to develop good social skills. Children form friendships and play cooperatively with their peers.

- Children are provided with a range of different opportunities. Overall, the childminder considers children's next steps in learning when planning experiences. That said, on occasion, the childminder does not adapt her teaching in response to children's engagement. For example, some stories were too long for some of the younger members of the group. At times such as these, children lose their focus.
- Partnerships with parents are strong. Parents value the regular updates, termly reports and ongoing communication, which help them support their children's learning at home. Several families highlighted improvements in their children's confidence, communication and independence. Since the pandemic, parents noted how much they value the strong sense of community that the childminder promotes and that their children cannot wait to attend.
- The childminder demonstrates a clear commitment to improvement. She works closely with local colleges to support apprentices and provides regular supervision to any assistants, which helps develop their skills. Team meetings focus on the planning of children's next steps in learning, and digital tools are used to track children's progress collaboratively.
- Children enjoy being creative and eagerly join in with planned opportunities. However, their creativity is sometimes hindered due to the choice of resources made available. For example, pre-cut, shaped paper and stickers. At times, this means children are unable to explore freely and express their creativity fully.
- Children demonstrate increasing independence. At mealtimes, they feed themselves and talk about what they are eating. During tidy-up time, they fold and sort items without prompting. These routines build children's self-esteem and help to give them a sense of belonging.

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:

- review the implementation of group times, in order to best meet the developmental needs of all children so that they can engage fully in the learning opportunity that is provided
- enhance opportunities for children to explore their own ideas and express themselves creatively.

Setting details

Unique reference number	EY465532
Local authority	Bromley
Inspection number	10388623
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 July 2019

Information about this early years setting

The childminder registered in 2013. She lives in Bromley in South East London. She holds an appropriate childcare qualification at level 3 and works with five assistants who also hold relevant childcare qualifications at level 2 and level 3. The childminder operates her service Monday to Friday, from 7.30am to 5.30pm.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder and her assistant interacted with children and spoke with the children present.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with parents and took account of their views.
- Children communicated with the inspector during the inspection.

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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