

Childminder report

Inspection date: 20 February 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 settle quickly on arrival. They enjoy the range of learning experiences that the childminder provides as part of the curriculum. Children happily join in outings and play. They are motivated to learn. Children excitedly participate in art activities. The childminder plans many opportunities for children to be creative, recall their learning and practise their writing skills. For example, children make drawings of their outing to the park, which they discuss with the childminder. Children join in role play, such as playing with pretend fruits and vegetables in the play kitchen.

Children receive good support from the childminder. She calmly responds to children, which helps them to feel safe and secure and prepare them for their future learning and, eventually, school. The childminder encourages children to make choices in their play and select resources. Children pick items up with tweezers and build structures with different building bricks, which helps to strengthen their finger muscles.

The childminder supports children to develop healthy lifestyles. For example, she promotes children's understanding of the importance of brushing their teeth. Children enjoy healthy snacks and meals that are freshly prepared and are encouraged to drink plenty of water. They demonstrate strong physical skills as they walk and move about with good body control. Children behave well. They listen to and follow the childminder's simple instructions. The childminder praises children for using good manners. Children learn to take turns and share resources.

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

- Children are happy and eager to explore. The childminder supports children's emotional needs well. She offers reassurance when needed. The childminder spends time joining children in their chosen play ideas as they arrive. For example, she interacts with children as they explore different-coloured sensory building bricks. This supports children to transition from their parents and carers to the childminder seamlessly.
- The childminder fosters children's communication and language development well. She quietly talks to children about what they are doing, which helps children who are not confident in speaking to participate. The childminder introduces new vocabulary and asks questions to encourage conversations. She provides extra support to help children to pronounce words clearly and responds to their ideas, clarifying what is said. Other children are very chatty, confidently talking to visitors and involving them in their play.
- The childminder provides opportunities for children to develop their literacy skills. For example, children make marks and draw. They access books easily, which they look at by themselves and with adults.

- The childminder introduces different mathematical language in children's play, such as 'fast', 'slow' and 'more'. Children learn about size and shapes as they play with construction toys. The childminder instinctively encourages children to count. Children talk about amounts. However, the childminder does not consistently plan opportunities to introduce numerals to extend children's mathematical skills.
- Children benefit from the many outings that the childminder plans. They regularly attend events and groups, where children can socialise and develop their physical skills further. Children enjoy plenty of fresh air and exercise, such as accessing the childminder's garden, going for local walks and visiting parks with the childminder. They thoroughly enjoy these activities. Children explore and investigate the natural environment, gaining an understanding of the world.
- Children with special educational needs and/or disabilities are supported well. The childminder establishes good partnerships with parents and other professionals involved in children's care and learning. She ensures that any funding received is used effectively to support children's needs.
- The childminder provides daily feedback for parents about their children's day and experiences. Parents praise the support the childminder provides. They attribute much of the good progress their children make to the childminder.
- The childminder has a good overview of the effectiveness of her provision. She relates well to the children in her care. The childminder knows each child's needs, abilities and interests and plans a curriculum that takes account of this knowledge well. However, on occasion, she plans activities that do not capture children's imaginations and interests fully to extend their focus and concentration.
- The childminder attends training to help build on her professional development. She reflects and evaluates her practice and provision. The childminder also uses feedback from parents, her observations of children and children's feedback to enhance her setting. As a result, she now includes more nature walks to enhance children's awareness of the natural world.

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:

- support children to develop their number recognition and enhance their mathematical skills
- use children's interests more effectively to further support their concentration.

Setting details

Unique reference number	EY469168
Local authority	Bromley
Inspection number	10376026
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 2013. She works from the home of another registered childminder in Orpington, Kent. The childminder provides government funded childcare. She offers care to children all year round, from 7.30am until 6pm, Monday to Thursday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector discussed children's learning and development with the childminder.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents provided their written views of the setting, which were considered.
- 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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