

Childminder report

Inspection date: 27 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is kind and attentive to each child's individual needs. She interacts with children in a warm and friendly manner. This helps children to feel comfortable and settled. As a result, children appear relaxed in her care. They confidently approach the childminder for support and reassurance. The childminder provides a range of engaging activities and outdoor experiences, enabling all children to make good progress in their learning. Children easily follow and understand their daily routine. They respond well to the childminder's requests. For example, children willingly leave the room to wash their hands and help to tidy away. The childminder helps children to learn good behaviours. For example, she encourages children to listen to instructions when playing games that involve taking turns and following age-appropriate and simple rules.

The childminder is experienced and understands how children learn and develop. This enables her to create an engaging curriculum that supports children's learning. The childminder is aware of each child's next steps in learning. For example, she helps children to develop their physical skills and prepares them for school. Children appreciate the childminder's support and encouragement as they practise pedalling on tricycles and climbing the steps to the slide. They display a sense of pride and accomplishment when they succeed in these activities. Additionally, children demonstrate positive attitudes toward their play and learning. For instance, they use their imaginations to pretend they are in a café. They make tea and different-flavoured ice cream for the childminder.

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

- The childminder has improved since her last inspection by completing additional training and collaborating with others, including local childminders and nursery school teachers. She interacts actively with children during their play. The childminder helps children to understand safety, such as using climbing equipment properly. However, she does not consistently plan opportunities for children, including providing resources, that promote inclusion and diversity. This limits children's learning about these important concepts for life in modern Britain.
- The childminder understands the importance of helping children to develop their communication and language skills. She introduces new words through stories and songs and during their play. She reads stories to children and encourages discussions about the characters, as well as predictions about what will happen next. The childminder also reinforces what children say by modelling the correct pronunciation.
- The childminder works well with parents and carers, who provide positive feedback regarding the care their children receive. Although parents share some

information about their children before starting, the childminder does not gather details about children's family backgrounds. This limits the childminder's understanding of children's different cultures and languages. This also hinders the childminder's ability to create opportunities to recognise and celebrate each child's uniqueness and diversity.

- Children can focus on activities they enjoy for long periods. For instance, children thoroughly enjoy creating patterns using shiny objects, coloured paper and foam shapes. They also demonstrate how to use liquid glue and water-based pens. Children persist through challenges and take pride in their art and design. They develop their mark-making skills, such as by using vibrant colour markers on whiteboards, as well as drawing with fun pens and pencils. This prepares children well for early writing.
- Children develop the essential skills they need for school. For instance, the childminder encourages children's independence through various activities. For example, she encourages children to put on their own shoes, manage simple self-care tasks and dress in outdoor clothing.
- The childminder has effective systems in place to observe and monitor children's progress. The childminder involves parents in their children's learning at home. She completes and shares the progress check for children aged between two and three years with parents and other professionals. The childminder uses this information effectively to plan her teaching and ensure that it is targeted towards helping children to make good progress.
- The childminder teaches children to sort objects by colour and shape, as well as to count, recognise and order numbers accurately. This helps children to improve their ability to solve problems and develop their mathematical understanding.

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:

- plan a broader range of opportunities to promote children's understanding of different identities and abilities, including cultural differences
- gather information about children's home backgrounds before they start to foster an understanding and appreciation of their uniqueness and each others' cultures.

Setting details

Unique reference number	140058
Local authority	Lambeth
Inspection number	10381299
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	7
Number of children on roll	2
Date of previous inspection	4 December 2024

Information about this early years setting

The childminder registered in 1994 and lives in Upper Norwood in the London Borough of Lambeth. She operates her service all year round, from 7.45am to 6.15pm on Monday to Thursday, and from 3.30pm to 5pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government-funded childcare.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The inspector completed a learning walk with the childminder to understand the curriculum she offers at the setting.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their views.
- The views of parents were taken into consideration by reading written references.

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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