

Childminder report

Inspection date:

25 September 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's welcoming, well organised and stimulating home environment. They display confidence as they greet visitors and eagerly show the childminder their role-play creations. The childminder knows the children very well and understands their developmental stages, supporting them to build skills for their next steps. She has high expectations and plans activities that are engaging, meaningful and tailored to children's interests. This enables children to make good progress.

Children show determination and independence in daily routines. During snack time, they practise fine motor skills by unwrapping cheese. They also use child-safe knives to cut banana, with the childminder modelling the correct technique. Children practise self-regulation through guided breathing exercises, which the childminder models, helping them manage emotions effectively. Behaviour is consistently positive. Children are polite, well mannered and show care for each other. For instance, they share resources in the role-play area and take turns managing tools in a construction activity. The childminder is a strong role model and provides calm, consistent guidance, which helps children understand expectations and develop confidence in managing tasks themselves. The childminder places a strong focus on supporting children to develop conduct and etiquette, using activities, such as visits to the theatre to teach appropriate behaviour in public, alongside everyday routines and role-play experiences. Children learn to interact politely, follow simple rules and understand how to behave in different social situations.

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

- Overall, the childminder provides a broad curriculum with a strong focus on communication and independence. Children take part in a wide range of experiences that support their overall learning and development. However, there are inconsistent opportunities within the mathematics curriculum for children to practise and extend key concepts, such as counting, more consistently.
- The childminder communicates in a clear and patient manner, allowing children time to listen and respond. She actively supports language development by introducing new words. For example, she names musical instruments and tools during play. As a result, children build confidence in using language, can identify and name objects accurately and engage more effectively in conversations.
- Children's curiosity and problem-solving skills are encouraged through engaging activities, such as exploring mystery bags, experimenting with sounds using tubes or constructing with tools. They develop critical thinking, creativity and resilience as they explore, experiment and learn to solve problems.
- Physical development is actively promoted through outdoor trips and structured

activities, including park visits where children practise climbing on apparatus. Children improve their balance, core strength, coordination, and overall physical confidence while enjoying active play in varied environments.

- The childminder supports children's independence through practical routines. Children manage handwashing, snack preparation and dressing with minimal adult support, guided by the childminder. Children develop self-confidence, take responsibility for themselves and build practical life skills.
- Social skills are promoted through consistent modelling of polite behaviour, sharing and turn-taking. The childminder encourages older children to help younger ones, for example, at snack time or during role play. Children demonstrate empathy, kindness and positive relationships, contributing to a harmonious learning environment.
- The childminder plans activities based on children's interests and cultural backgrounds. These include exploring Chinese supermarkets or celebrating Jewish and Chinese New Year. Children develop awareness and respect for diversity, feel pride in their own identities and engage more meaningfully in learning experiences.
- Children benefit from rich, varied experiences in the local community, including visits to cultural supermarkets, farms and music sessions. These experiences extend their knowledge and understanding of the world.
- Partnerships with parents are strong. The childminder shares observations and offers guidance for supporting learning at home, including language development and independence skills. Children experience consistency between home and the setting, which strengthens progress and engagement in learning. Parents value the professional, warm, and dedicated approach of the childminder, particularly noting the positive impact on children's language and social skills.
- The childminder works with external professionals and considers feedback from parents and children to evaluate the effectiveness of the provision. She makes adaptations to enhance the provision on offer. This ensures that children benefit from learning experiences that are well matched to their needs and interests. This supports their progress and engagement well.

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 greater use of everyday opportunities to further extend children's

understanding of mathematical concepts and practise counting.

Setting details

Unique reference number	2642635
Local authority	Westminster
Inspection number	10399175
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 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Queensway in the London Borough of Kensington and Chelsea. She operates Monday to Friday, 8.30am to 5.30pm, term time only. The childminder holds a qualification at level 6. The childminder offers government funded care.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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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