

Childminder report

Inspection date: 1 May 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

The childminder creates a safe, secure and welcoming environment for children. She is kind and caring, which helps children to feel happy, settled and confident. Children form close attachments with the childminder and feel relaxed in her care. The childminder designs a curriculum that encompasses all areas of learning and is centred around activities that engage and motivate children. For instance, she enhances children's literacy skills by providing a variety of novel crayons and coloured markers, encouraging them to draw and make marks. Additionally, the childminder supports children's mathematical understanding by helping them count items with confidence. For example, children explore numbers on a clock face and match shapes to puzzles.

The childminder acts as a positive role model for children, helping them to develop essential social skills. She takes the time to discuss children's feelings and supports them to recognise the impact of their actions. Children behave well and listen attentively to the childminder's instructions and simple and age-appropriate rules. The childminder actively supports children's communication and language skills. She engages them in conversations about their activities, repeating words and phrases to help reinforce the correct pronunciation. Children enthusiastically listen to familiar stories and enjoy guessing which animal is hidden under the flaps. Through these engaging storytelling sessions, the childminder enhances children's early communication, language and reading skills effectively. Children make good progress from their starting points in development and develop a positive attitude towards their learning.

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

- The childminder has a variety of toys, books and resources that align with the curriculum. However, the environment is not organised to allow children to access what they want to play with independently. The childminder also tends to do tasks for the children, such as tidying up and cleaning their hands, instead of encouraging them to participate. This limits children's ability to develop their independence skills.
- Children are naturally curious and eager to learn new things. The childminder uses books, discussions and art and craft activities to teach children about diversity and inclusion in modern Britain. This approach also helps children to learn about their own cultures and those from around the world.
- The childminder provides ample opportunities for children to develop their physical skills. She takes children on daily outings to the park, where they can move freely and explore the space, climbing and stretching in different positions on and off the equipment. Children living in flats learn to balance and navigate stairs, which helps them to understand the impact that movement and exercise

have on their bodies.

- The childminder fosters children's good health by offering healthy fruit snacks and providing plenty of water for them to drink. While parents are responsible for supplying their children's main meals, the childminder does not take steps to enhance children's understanding of healthy food choices, to further support their healthy lifestyles.
- The childminder draws on her understanding of children's interests and abilities to encourage them to try new experiences. For instance, on a recent outing, after seeing a construction site with cranes, she teaches children how to safely use tools, such as screwdrivers and spanners. This experience helps children develop their hand-eye coordination and concentration when completing the tasks. Children also use various materials, such as foam shapes, shiny paper and fuzzy balls, to create three-dimensional pictures. In the process, they develop good imaginative and creative skills while recognising colors, shapes and animal names.
- The childminder demonstrates a strong commitment to improving her practice. She is receptive to advice and support from other professionals, parents and fellow childminders. Additionally, the childminder reflects on her work to identify areas for improvement and ways to move forward.
- The childminder monitors children's learning and accurately tracks their progress. She provides parents and carers with daily updates on their children's achievements. By working closely with parents, the childminder ensures that each child makes the best possible progress. As a result, all children are well prepared for the next stage in their learning.

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's emerging independence further, such as by increasing opportunities for children to access toys, resources and manage simple routine tasks for themselves
- provide opportunities for children to learn about healthy food choices.

Setting details

Unique reference number	2702339
Local authority	Southwark
Inspection number	10376607
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	4
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in West Dulwich in the London Borough of Southwark. The childminder works during term time, from 8am and 6pm, Monday to Friday. She holds a qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for the curriculum.

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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