

Childminder report

Inspection date:

17 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 are settled in the care of this friendly childminder. She gets to know them well from the start and provides activities that align with their interests and abilities. This helps children to settle quickly and develop a sense of belonging. Children have positive relationships with the childminder. For example, they seek her out for cuddles and reassurance if necessary.

Children behave well. The childminder promotes good manners and offers children gentle reminders about the behaviour she expects. For example, she encourages children to 'make better choices'. This helps children to understand right from wrong and to learn about the expectations for their behaviour.

The childminder plans a curriculum that focuses on developing children's communication, social and physical skills. Singing, rhymes and stories are key parts of the curriculum. Children enjoy singing well-known songs, such as 'Five little speckled frogs', while playing at the water tray. They choose books for the childminder to read and eagerly point at pictures. Babies are encouraged to babble back and forth with the childminder and their peers. Outings to the local farm, library and park broaden children's experiences and give them opportunities for energetic play and to socialise in larger groups.

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

- The childminder supports children's learning and development well. She makes effective use of observations and assessments and plans according to their needs and interests. For example, music is used consistently to engage children, support their concentration and make routines smoother. Songs and rhymes are embedded into daily practice. This also helps children to develop their communication and language skills.
- The childminder sets clear boundaries and has developed routines to help children understand what is happening next. She uses positive reinforcement and regularly praises children for their efforts and achievements. This supports them to build their self-esteem.
- Children develop good physical skills. The childminder provides opportunities for babies to clamber over foam blocks, to pull themselves up and balance in preparation for their first steps. Older children confidently move their bodies while dancing to action songs. In addition, children practise mark making and picking up small items from sensory trays with their fingers and thumb. This helps to develop their fine motor skills.
- The childminder supports children's understanding of healthy lifestyles well. Children wash their hands before eating, learn about oral health, have daily access to fresh air and enjoy healthy foods. However, the childminder does not

plan and organise mealtimes in a way that enables all children to eat together at the same level, and develop social interaction and independence.

- Inclusion and diversity are promoted. The childminder provides resources that represent different backgrounds, cultures and abilities. She regularly takes children into the community to help them gain an understanding of other people and the wider world.
- The childminder provides children with a wide range of toys and resources to help them learn and develop. She plays alongside them and extends their understanding of the objects they play with. For example, when children play with pretend binoculars, she explains to them what they are used for. However, she does not make sure that resources are effectively organised to support children to consistently lead their own learning.
- Partnerships with parents are good. The childminder gathers detailed information before children start, shares daily updates about routines and activities and provides parents with ideas to support learning at home. This ensures continuity of care. The childminder is responsive to parental wishes, for example, around sleep routines, and works alongside families to help children progress.
- The childminder reflects on her practice. She attends relevant training, considers what is going well and identifies areas for development. For example, she has plans to improve her garden. She knows that children enjoy being outside and wants to create an inviting and safe 'free flow' arrangement to provide wider experiences for those children who prefer to learn outdoors.

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 mealtime arrangements to ensure they consistently promote children's social interaction, independence and positive eating habits
- review the organisation of resources to ensure that they are easily accessible to all children, so that they can consistently lead and extend their play independently.

Setting details

Unique reference number	2712788
Local authority	Southwark
Inspection number	10398361
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Southwark. She operates Monday to Friday from 6.30am to 6.30pm all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Damiana Cornacchia

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 curriculum.
- The inspector observed the quality of education being provided and and observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development.
- The inspector carried out a joint evaluation of an activity with the childminder.
- 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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