

Childminder report

Inspection date: 10 July 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 warm, nurturing, home-from-home environment for children. Children arrive and happily reach out their arms to the childminder eager to come into the setting. They smile and laugh as the childminder bounces them on their hip and welcomes them by name. Children develop close relationships with the childminder. They check in with her regularly through the day, nuzzling their heads against her neck as they begin to get tired. The childminder is sensitive to the care routines of children. She recognises their cues for tiredness and moves swiftly to comfort them. She takes their hand for nappy changing and talks soothingly to them during the changing.

The behaviour of children is good. Children respond positively to the childminder and feel secure in knowing the routine and expectations of the day. They know when they put their shoes on it is time to go outside or when they wash their hands that it is time for snack.

The provision for children with special educational needs and/or disabilities (SEND) is good. The childminder is passionate about ensuring children receive early intervention to support their ongoing learning and development. She works closely with parents to develop consistent strategies to support children.

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

- The childminder knows her children well and speaks passionately about the progress they have made since starting, their interests and how she is promoting their next steps. The childminder develops an ambitious and broad curriculum that takes inspiration from her previous years of teaching. Children are well prepared for the next stage of their learning.
- The curriculum for communication and language is well delivered. The childminder introduces language to children through stories, narrative and rhymes. For younger children she repeats simple words and provides labels to objects. Children sit mesmerised on the childminder's lap as she reads to them. The childminder reads with enthusiasm, changing her tone and voice as she uses words like 'boom' or 'jump' to allow children to visualise the picture she is creating with words.
- Children are curious and they explore the environment with interest. They use their imagination as they cook in the play kitchen, stirring spoons in pots. They make their own music using shakers, smiling and wiggling their bodies to the tune they create. Children splash with great enthusiasm in the water tray, covering both themselves and the childminder in water, before moving on to filling and emptying containers. The childminder provides praise and encouragement to children but allows them the freedom to explore at their own

pace, promoting their confidence and independence.

- The childminder creates purposeful play areas. However, she does not yet respond effectively to younger children's climbing behaviours, which are part of how they explore and learn. As a result, they climb on furniture, pushing intended activities aside.
- The childminder makes good use of her local environment to extend children's learning opportunities. She often joins others at the local park to provide children with opportunities to socialise with other children of a similar age. Children enjoy weekly trips on the bus to visit the local library for rhyme time, helping them learn about the local community and the world around them.
- Partnership with parents is good. Parents speak highly of the setting and describe the childminder as having a 'calm, nurturing energy'. Parents feel well informed of what their children are learning and describe the positive changes they have seen in their children, especially in their confidence.
- The childminder is reflective and continues to engage in regular training to continue her own professional development. The childminder recently sought out further training in SEND to further develop her understanding of the support available within the local authority.

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:

- strengthen how to recognise and respond to the different ways younger children explore and learn, ensuring the environment and activities support this.

Setting details

Unique reference number	2719222
Local authority	Southwark
Inspection number	10392399
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 7
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Borough, in the London borough of Southwark. The childminder operates from 7.45am until 6.15pm, Monday to Thursday, all year round. The childminder holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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