

Childminder report

Inspection date: 4 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

The childminder creates a warm, safe and welcoming environment for children. Children are confident within the setting. They form strong relationships with the childminder. Even those children who are very new to the setting are settled and secure within the setting. Children are curious explorers. They engage with enthusiasm in the activities and experiences the childminder provides as part of her broad and ambitious curriculum.

Children's behaviour is good. They use good manners. For example, they ask politely when they would like to feel another texture from the pot. Children are kind and develop friendships. They begin to seek others out to share experiences with, handing them resources to join in.

The childminder helps children to develop their independence skills. Children wash their own hands with minimal support before their snack and lunch. They try hard to feed themselves independently. Children practise new skills, such as pulling up their zips when going into the garden. Children begin to make their own choices, such as picking which nursery rhymes they would like to sing during singing time. The support for children with special educational needs and/or disabilities is good. The childminder is quick to identify where children may benefit from additional support from outside agencies.

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

- The childminder knows children well. She is confident to talk about their starting points in development and the progress they have made. The childminder accurately observes and monitors children's development across all areas of learning to ensure appropriate next steps are in place. All children are well prepared for the next stage of their learning.
- The curriculum for communication and language development is excellent. The childminder provides children with a range of opportunities to hear a wide variety of language. For younger children, the childminder provides a narrative to their play with simple repetitive words that help them to begin to express themselves. Older children begin to use their broadening vocabularies to share ideas, ask questions and extend their play with others.
- The childminder provides a diverse range of experiences for children that have a clear intent for their learning. Children are very eager to take part in a textured sticking activity. They take turns to feel all the items available as the childminder introduces new language, such as 'smooth' and 'scratchy'. However, younger children sit on adults' laps and do not have the freedom to independently fully access the activity. This leads to them becoming frustrated as they watch others.
- Children develop a love of reading and books. For each theme, the childminder

plans a core book of the month. She uses these to help children to develop an understanding of stories and join in with familiar refrains. Children gather on the childminder's knees and listen intently as she reads. She changes the tone of her voice with different characters to keep children enthralled. Children excitedly point at the story as the page is turned and shout, 'There is another bear.'

- Children enjoy imaginative play and use this to develop their problem-solving skills. They pretend to wash their hands in the play kitchen sink and take out the piano from the doll's house to play their own music. During singing time, children take turns to sit in a basket as they sing 'Row, Row, Row Your Boat'. They lean back in the basket and laugh in delight as the basket moves forwards and backwards in time with the song. They ask for another turn and request the activity 'one more time'.
- The childminder helps children to develop healthy lifestyles. She freshly prepares meals each day that are nutritionally balanced. For morning snack, children enjoy strawberries and grapes. While at lunch, they enthusiastically devour a hearty portion of spaghetti bolognese. Children show understanding of care routines. For example, they hold up a paintbrush and recall an earlier discussion in the week around toothbrushing.
- Partnership with parents and carers is good. Parents speak extremely positively about the caring, calm and approachable nature of the childminder. They describe communication as excellent. Parents receive regular updates on their children's progress and how they can support them at home.
- The childminder continues to be reflective in her practice. She engages in regular training. The childminder ensures that she keeps up to date with best practice and guidance.

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:

- consider how small-group activities are organised to give younger children more independence to take part.

Setting details

Unique reference number	2728584
Local authority	Lambeth
Inspection number	10399978
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Brixton Hill, in the London Borough of Brixton. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday. She works alongside a co-childminder. The childminder has completed relevant training for her role. She provides government funded childcare for eligible children.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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