

Ande, Martine Akissi

Unique reference number (URN): 2743667

Address: 14 Nazareth Gardens, London, SE15 2AB

Type: Childminder

Registered with Ofsted: 29/09/2023

Registers: EYR, CCR, VCR

Registered person: Ande, Martine Akissi

Inspection report: 11 November 2025

Exceptional

Strong standard

Expected standard



Needs attention



Urgent improvement



Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding. This puts children at significant risk of harm. The childminder has not ensured that assistants have been cleared as 'suitable' to work in her setting. The childminder has not obtained references for assistants to meet the requirements. As a result, adults who have not been deemed as suitable are working with children. However, the childminder understands what she needs to do to swiftly address the concern and take steps to ensure all adults working with children at her setting are suitable.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children build their knowledge, skills and confidence over time. Communication and language development is a particular strength at this setting. During interactive activities, such as story and song sessions, outings and sensory play, babies confidently explore, babble and engage with the childminder, showing early language development and social interaction. They also develop early physical skills and growing independence as they move, handle objects and respond to new experiences.

When the childminder identifies developmental delays or additional needs she engages parents sensitively. She monitors children's development closely, reassures parents and adapts routines and activities to meet each child's individual needs. This helps all children, including those with special educational needs and/or disabilities or other barriers to their learning or wellbeing, to take part alongside their peers and make meaningful progress from their starting points. The childminder's consistent approach, nurturing environment, and focus on early communication and independence prepare children effectively for their next stage of learning, including their eventual transition to school.

Behaviour, attitudes and establishing routines

Expected standard 

The childminder creates a home-from-home environment where children play and learn safely and happily. Children are content and respond to the childminder's clear and consistent expectations for behaviour. For instance, when they return from outdoor play, children sit on the floor and try to remove their shoes independently. Children know to sit at the table for mealtimes and beam with pride when the childminder praises their efforts to use cutlery or tidy up.

The childminder builds warm and respectful relationships with children and their families. This fosters trust and emotional security. She supports children to develop positive social skills by modelling and reinforcing strategies that help them get along with others. Sharing, turn-taking and participation are celebrated and encouraged so that all children, including those who are more hesitant or who face other barriers, feel involved and valued.

The childminder emphasises the importance of punctuality and regular attendance, communicating this clearly to families and monitoring attendance patterns closely. She demonstrates a secure understanding of children's age and stage of development, as well as their individual needs and circumstances. This helps her to pitch routines and expectations at the right level and keep reinforcing them, including during transitions and outings, so that children develop a real sense of belonging and success.

Curriculum and teaching

Expected standard 

The childminder has a secure understanding of what she wants children to learn. This supports her to develop an ambitious curriculum. She uses the settling-in process, observations of children and discussions with parents to adapt the curriculum to meet children's needs. The curriculum is thoughtfully designed to reflect children's interests and meet learning and development requirements. For example, regular trips to a local music session support the less confident children to explore communication through rhythm and movement.

The childminder supports children's early language development through conversation and by giving purposeful moments of quiet so that children have time to respond. Children benefit from frequent opportunities to extend their vocabulary and communication skills throughout daily routines and activities. In addition to weaving numeracy and literacy into activities throughout the day, the childminder uses songs and stories to develop children's mathematical understanding. Children's physical, personal, social and emotional development is prioritised, creating a nurturing environment that promotes confidence and independence. The childminder supports children facing additional barriers well, adapting teaching to meet children's individual needs. She uses assessment regularly to check what children know and can do. This enables the childminder to tailor teaching to children's starting points and stages of development.

Inclusion

Expected standard 

The childminder takes time to get to know each child and their family. She uses a range of observations and regular reviews with parents to identify emerging needs and agree next steps. This helps her adapt care. The childminder uses resources such as books and toys to promote an inclusive culture and to celebrate children's families, cultures, similarities and differences.

The childminder reviews interventions regularly and makes changes where needed so that her curriculum remains relevant. She works with families and, when appropriate, with other professionals to plan support for children and to enhance their experiences and opportunities. This includes for those who are disadvantaged, children with special educational needs and/or disabilities or those who face other barriers to their learning or wellbeing. Where children need extra help, for example during settling, when there are

concerns about development or when changes at home affect their wellbeing, the childminder ensures that clear plans are in place and reviews these regularly. This means that most children are soon able to take part alongside their peers.

Needs attention

Children's welfare and wellbeing

Needs attention 

The childminder knows children well, and her care practices are highly effective in meeting their individual needs. However, she has not ensured that the required suitability checks have been completed for all adults working with children, including assistants, to be able to include them in statutory ratio requirements. This is a breach of requirements and means that she is not meeting the staff to child ratios.

The childminder has a clear understanding of each child's background and ensures that any barriers to learning and wellbeing are addressed promptly. She forms affectionate bonds with children, which fosters secure and responsive relationships. Children are comfortable and content in the childminder's home and are ready to learn. The childminder thoughtfully weaves in age-appropriate conversation about physical development, personal safety and health to develop children's understanding as they play. Children settle into familiar routines and well-planned activities that promote their wellbeing and independence. The childminder is attuned to children's physical and emotional needs and models the language needed to recognise, express and manage emotions. Older children use these words to express their feelings and when they engage with younger peers. This encourages children's positive sense of self and their resilience. Individualised routines, such as sleeping, weaning and feeding, are implemented flexibly and sensitively, ensuring continuity of care and promoting comfort and security for all children.

Urgent improvement

Leadership and governance

Urgent improvement 

The inspection identified significant breaches of statutory requirements relating to safer recruitment and staff suitability. Urgent action is required to address these concerns. Although the childminder recognises the setting's strengths and areas for development, she has not acted swiftly enough to resolve a safeguarding issue regarding the suitability of adults working with children. This failure places children at risk and does not meet the requirements set out in the early years foundation stage statutory framework.

The childminder is clear about the steps she must take to rectify this and implement robust measures to prevent recurrence. These improvements must be prioritised and completed without delay to ensure children's safety and compliance with statutory requirements.

In other areas, the childminder demonstrates commitment to children's learning and development. She plans her curriculum with children's best interests in mind, including those

who face barriers to learning. Regular reflection on teaching practice and children's needs helps her provide opportunities for progress. She engages in ongoing professional development and responds to emerging needs, such as attending a recent workshop to strengthen support for children with special educational needs and/or disabilities. The childminder has the knowledge and capacity to make the necessary safeguarding improvements, but these must be implemented immediately to meet legal obligations and protect children.

Compulsory Childcare Register requirements

This setting has not met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has not met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Weaknesses in safeguarding practice mean children's safety cannot be assured. The childminder has not implemented safer recruitment policies, which compromises overall safeguarding arrangements.

Children experience warm, attentive care in the childminder's nurturing home-from-home setting. The childminder prioritises children's emotional security from the moment they arrive. Babies settle calmly because the childminder takes time to understand their individual routines, likes and dislikes. She works closely with parents to ensure continuity between home and the setting. Gradual settling-in sessions help children feel reassured, and children quickly build secure attachments. Children demonstrate that they feel safe as they snuggle in for comfort, seek reassurance and show confidence exploring the environment. Children benefit from sensitive encouragement that promotes their independence and celebrates their achievements, for example overcoming previous hesitations when exploring outdoors.

Children enjoy a wide range of experiences that support their communication, physical development and early social skills. Story and song sessions capture their interest through expressive reading and singing. Children respond by vocalising, smiling and joining in actions, showing high levels of engagement. Daily outings provide rich opportunities for sensory exploration and movement. Children show curiosity as they observe nature, feel different textures and experience new environments. The childminder narrates what children see to support their early language development.

The childminder ensures children's mealtimes and sleep routines are calm and consistent. Children enjoy nutritious food tailored to their stage of weaning. When it is time to rest, children settle peacefully to sleep in a safe, well-prepared space. When the childminder identifies concerns, she monitors progress closely and maintains open communication with parents, seeking advice when needed. This early identification supports children's wellbeing and development. Day-to-day interactions help children feel safe and emotionally secure. Children are happy, settled, and eager to engage in their play and learning.

Next steps

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
ensure all assistants have passed the required checks and been cleared as suitable by Ofsted to work in the setting	28/11/2025
obtain a reference for any assistants recruited	28/11/2025

Action	Completion Date
ensure only assistants cleared as suitable by Ofsted to work in the setting are included in ratio requirements	28/11/2025

About this inspection

The inspector spoke with the childminder and assistants during the inspection.

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.

A quality assurance visit by an additional inspector was carried out at this inspection.

Inspector:

Trina Lynskey

About this setting

Unique reference number (URN): 2743667

Address:

14 Nazareth Gardens
London
SE15 2AB

Type: Childminder

Registration date: 29/09/2023

Registered person: Ande, Martine Akissi

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 07:30 - 18:30

Local authority: Southwark

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 11 November 2025

Children numbers

Age range of children at the time of inspection

0 to 1

Total number of places

6

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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