

Childminder report

Inspection date: 14 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and display positive attitudes towards learning. The childminder and her assistants share strong, nurturing relationships with the children. Children seek comfort from the childminder, often reaching out for cuddles. Visitors are introduced to the children in a way that helps them feel reassured and secure. The childminder arranges a number of well-planned outings that help to broaden children's understanding of diversity and the world around them.

Children confidently explore the environment and generally focus well, freely choosing their preferred activities. The childminder models positive behaviour effectively. She encourages sharing, turn-taking and praises children, which helps to reinforce good manners and conduct. Children show kindness to one another and behave very well.

The childminder considers children's interests and plans engaging and purposeful learning experiences. The curriculum focuses on language, independence and personal, social and emotional development. The childminder observes children closely to understand their needs and interests. Activities build on children's existing knowledge and skills. Children's language is developed through stories, songs and daily conversations. The childminder ensures independence is promoted through everyday routines and giving children responsibilities. Children learn to manage emotions and build friendships with the childminder's assistance. She offers a broad range of enriching experiences that have a positive impact on children's outcomes.

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

- The childminder provides a well-balanced curriculum tailored to each child's learning needs and interests. She uses observations and assessments, including the progress check at age two, to plan meaningful next steps. These are shared with parents, and all children make progress from their individual starting points.
- Physical development is well supported through varied indoor and outdoor activities. Children confidently use climbing frames, balancing beams and bikes that match their developmental stage, allowing them to take safe, appropriate risks. Fine motor skills are also developed through activities, like picking up small items from sensory trays, strengthening hand muscles.
- The childminder promotes early mathematical skills through songs and play. Counting is reinforced by singing songs with children. Activities such as building train tracks encourage children to problem solve independently. This supports their understanding of number, shape and space, while building confidence in their thinking skills.

- Children lead healthy, active lifestyles and benefit from daily outdoor play in a well-equipped garden. They enjoy nutritious, home-cooked meals and are encouraged to stay hydrated and practise good hygiene, building independence in self-care.
- The childminder supports children's language development by responding to them consistently and extending their vocabulary. She uses descriptive language and open questions to promote thinking. Stories and songs further enhance early literacy skills.
- The childminder reflects on her practice and regularly reviews her skills to improve teaching. She attends relevant training that is tailored to meet the needs of the children in her care. The childminder also works with external professionals to better meet children's individual needs.
- The assistants report feeling well supported and actively participate in training and evaluating the provision alongside the childminder. Since the last inspection, they have worked collaboratively and completed additional training to address weaknesses related to partnership with parents. This has strengthened communication and engagement with families, positively impacting children's overall development and well-being.
- The childminder has worked hard since the last inspection to enhance partnerships with parents. She now gathers detailed information during induction and has improved communication by sharing key updates and strategies to support children's development at home. This collaborative working has led to more consistency in supporting children's care and learning, benefiting children's progress and well-being.
- Children are motivated to learn and enjoy a range of activities planned to focus on their interests and needs. However, the organisation of some group activities mean that children occasionally lose focus. This impacts on children's engagement 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:

- review the organisation of group activities to enable all children to remain focused and engaged in their learning.

Setting details

Unique reference number	EY314244
Local authority	Southwark
Inspection number	10394805
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 1
Total number of places	12
Number of children on roll	5
Date of previous inspection	26 September 2019

Information about this early years setting

The childminder registered in October 2005. She lives in the London Borough of Southwark. The childminder works with an assistant all year round, Monday to Thursday. Her operating hours are from 8am until 6pm, Monday to Wednesday, and 8am to 5pm on Thursday. The childminder holds a relevant qualification at level 3. The childminder provides government funded care for children.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity, and they discussed their findings.
- During the inspection, the inspector spoke to the childminder's assistant and interacted with the children.
- 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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