

Childminder report

Inspection date: 17 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed environment in which children are emotionally settled and learn to respect each other. Young children form close bonds with the childminder and respond well to her praise and encouragement during activities. Children behave well and learn to take account of the needs of others.

The childminder provides children opportunities to make choices and encourages them to express their views and ideas. For example, older children suggest that they could make a 'pizza' with role-play resources, and they hand out 'toppings' to prepare the pizza.

The childminder promotes children's early understanding of an active lifestyle. She provides regular opportunities for children to exercise and play in the fresh air. Children build on their physical development. The childminder teaches children to stay hydrated. Older children independently find their water bottle and kindly help younger children to find theirs.

The childminder plans a curriculum that stimulates children's curiosity to explore and promotes their progress towards next stages in their learning. She aims high for all children and adapts activities well to meet the needs of individual children.

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

- The childminder attends training and shares practice ideas with other childminders to keep her knowledge and skills updated. She uses her skills well to support children's emotional development.
- The childminder has a good knowledge and understanding of what children know and can do. She shares information effectively with other settings that children attend and plans a curriculum that supports continuity in children's care and learning. All children make good progress from their starting points.
- The childminder provides a range of opportunities for children to explore different materials and textures. She shows young children how to blow bubbles in the water, and they follow her instructions and give it a go. Older children learn to make sandcastles. The childminder takes children on outings such as trips to the farm. These experiences promote children's understanding of the world around them.
- The childminder promotes children's mathematical skills. Children build a tower with construction material, stand next to it to measure the tower, and add a few more blocks to make it taller than themselves. The childminder introduces children to numbers and counting. These activities prepare children for their future learning.
- Older children use their imagination to replay their observations of the real

world. They use role-play resources to combine materials and make a filling for the 'sandwich'. The childminder praises them for their ideas and achievements. This helps to encourage children and promote their confidence in their abilities.

- The childminder engages children in making play dough for their play. Children enjoy manipulating the play dough and making shapes. The childminder challenges their thinking. She asks what else can be made using flour. Children say 'pancakes and cakes'. Children are encouraged to recall previous knowledge and answer questions.
- The childminder provides children with healthy snacks and meals. She takes account of children's choices in relation to food and works closely with parents to meet children's needs.
- Parents state that the childminder works closely with them to use consistent strategies to support children's behaviour. They provide positive feedback that the childminder is kind and affectionate to their children. The childminder seeks information from parents regarding children's routines. However, parent partnerships are not fully effective to continually improve sleep-time routines for children.
- The childminder encourages children's communication well, chatting with them during play and encouraging their responses. Young children learn to repeat words. Older children are confident communicators. However, the childminder does not plan fully effectively to increase opportunities for children to explore languages that reflect their backgrounds.
- The childminder has not informed Ofsted, in a timely manner, of changes to household members, which is a requirement of her registration.

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 partnerships with parents, particularly with regards to children's sleep-time routines
- increase opportunities for children to explore languages that reflect their backgrounds, to further enhance their communication and language development.

Setting details

Unique reference number	EY320031
Local authority	Southwark
Inspection number	10388817
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	31 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Bermondsey, in Southwark. She holds a relevant qualification at level 3. The childminder operates all year round from 9am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Geetha Ramesh

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector observed an activity jointly and discussed the impact of the curriculum on individual children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with the childminder at appropriate times.
- The inspector took account of the views of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025