

Childminder report

Inspection date:

17 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder builds warm, trusting relationships with children, which supports their emotional well-being. Her calm and reassuring manner creates a safe and welcoming environment where children feel confident to explore. She knows each child well and responds sensitively to their needs, helping them feel safe and secure. This enables her to plan effectively for their individual development.

The childminder implements a curriculum that supports children's learning across all areas of development. She works closely with parents to gather information about children's interests and routines. Through regular observations, she identifies what children know and can do and plans next steps that are tailored to their age and stage of development. Children enjoy a wide range of engaging activities and meaningful experiences, including visits to the farm and local playgroups, which enhance their learning and social skills.

Positive behaviour is consistently promoted through praise, encouragement, and clear expectations. The childminder helps children understand and manage their behaviour. She works in partnership with parents to ensure consistency. She treats children with respect and care, always seeking their agreement before carrying out personal care routines such as nappy changing. This helps children feel valued and involved in their own care.

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

- The childminder has a secure understanding of child development and how children learn. When children start at the setting, she gathers detailed information from parents to gain an insight into their current skills and knowledge. This enables her to plan a curriculum that meets each child's individual learning needs. She carries out regular assessments to monitor progress and identify any areas where children may need additional support.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She recognises the importance of working closely with parents and other professionals to ensure children receive consistent support. This collaborative approach helps all children to make good progress in their learning and development.
- The childminder supports children's communication and language through stories, photos of familiar people to spark conversation and meaningful interactions during play. She listens carefully and encourages children to name objects and express themselves. However, she does not consistently plan and implement her curriculum for communication and language by modelling accurate vocabulary and pronunciation. For example, she sometimes uses informal words, such as 'piggy', or does not repeat words using correct

pronunciation when children refer to animals by their sounds, to strengthen their vocabulary development.

- The childminder supports children to develop independence and make choices throughout the day. For example, children feed themselves at mealtimes and choose their own activities. They are encouraged to tidy up and know to put rubbish in the bin. Children also take initiative by using play cleaning tools, such as a duster or broom, to help clean the floor. These opportunities help children develop important self-care and responsibility skills, preparing them well for the next stage in their learning.
- The childminder provides healthy snacks and fresh water throughout the day. Children have frequent opportunities to develop their physical skills. The childminder takes them on regular outings to parks, soft play centres, and local playgroups, where they can climb, run, and explore different environments. In the childminder's garden, children have space to move freely and practise gross motor skills. They also engage in everyday routines that promote physical independence, such as feeding themselves and activities, like mark making and puzzles. These experiences support children's physical development and encourage active and healthy lifestyles.
- The childminder is reflective in her practice and demonstrates a strong commitment to ongoing professional development. She attends training to keep her knowledge up to date and ensure her practice remains current. When working with assistants, she ensures they are suitably qualified in key areas, including safeguarding and paediatric first aid. This proactive approach helps to maintain a safe, well informed, and good quality learning environment for all children.

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:

- further support children's communication and language development by consistently modelling correct pronunciation of words during interactions.

Setting details

Unique reference number	EY368255
Local authority	Lambeth
Inspection number	10414162
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 2008. She lives in Tulse Hill, in the London Borough of Lambeth. The childminder holds relevant childcare qualifications. She operates her service all year round.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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