

Childminder report

Inspection date: 12 August 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

The childminder plans a highly ambitious curriculum, which has an excellent focus on children's personal, social and emotional development. She provides children with rich experiences that help them learn to value themselves and others. For example, the childminder reads a story about being kind and encourages children to share their experiences of being kind to others. Children talk about making their friends happy by playing with them, and they discuss being kind to plants by watering them. These activities help to stimulate children to use values such as kindness in their interactions with others. Children are polite and understand rules and boundaries. Their behaviour is exemplary.

The childminder supports children extremely well to build confidence in their abilities and to keep themselves safe during activities. Older children are confident to use tools such as scissors independently to cut around pictures. They are confident to explain their understanding of road safety, for instance what the different colours of a traffic light indicate. They understand the importance of following the childminder's instructions carefully if they hear emergency vehicles that may need to go past.

The childminder is skilful in promoting children's vocabulary. She introduces words such as 'stamen', 'stem' and 'shoots' and helps children learn the meanings of these words by examining live plants, illustrations in books and looking at information available online. Children benefit from strong opportunities to deepen their learning.

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

- The childminder is highly reflective of her practice and focuses her professional development on continually strengthening her knowledge and skills to meet the needs of children in her care. For example, she uses her knowledge of schemas meaningfully in the context of children's learning to stimulate their curiosity to explore order and sequence. She makes excellent use of her network with other childminders to share ideas and to continually improve her provision.
- The childminder provides a wide range of experiences to promote children's understanding of diversity. Children eagerly choose books about Diwali and Chinese New Year and chat to the childminder about the pictures. The childminder takes them on visits, for instance, to Chinese shops and restaurants to extend their experiences further. Children remember and recollect what they learn, which shows they are provided with strong opportunities to consolidate their knowledge.
- The childminder develops excellent relationships with parents to ensure that children's learning experiences are supported and continued as they move

between their home and her setting. Parents praise the childminder for providing a 'home away from home' for their child and say their children have grown in confidence in the childminder's care.

- Children learn to name different emotions. For example, they examine picture cards of people showing different emotions, and they look in a mirror and make a 'happy face', 'sad face', 'silly face' and so on. The childminder teaches them about colours that relate to different emotions. She challenges children's learning. For example, she encourages them to think about a song that has the word 'happy' in it. This helps to extend children's thinking skills. The childminder provides strong opportunities for children to build on what they have learned before.
- The childminder plans a curriculum that is rich in opportunities for children to be physically active, for example through a range of activities such as bowling, swimming and outings to local amenities on a regular basis. She provides healthy snacks for children and works closely with parents to encourage children to develop the foundations of a healthy lifestyle.
- The childminder carries out precise assessments of areas in which individual children need additional support and plans extremely well to meet their needs. Children who benefit from support in building their confidence in interacting with others make excellent progress from their starting points. Children develop positive relationships with others. They are delighted to talk about the extended group of friends they make outside of the setting, for example on joint visits with other childminders.
- The childminder skilfully supports children's mark-making skills. For instance, she ensures that they learn to hold mark-making equipment correctly in preparation for writing. She provides a range of opportunities for children to learn and practise the use of numbers, counting, shapes, sizes and measures during play. Older children develop strong foundations for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY392595
Local authority	Southwark
Inspection number	10392260
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	13 August 2019

Information about this early years setting

The childminder registered in 2010 and lives in Dulwich, in the London Borough of Southwark. She operates all year round, from Monday to Wednesday, from 8am to 6pm. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Geetha Ramesh

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector took account of the views of parents.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed an activity jointly with the childminder and discussed how the curriculum is being implemented and the impact this has on the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with the childminder at appropriate times.

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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