

Childminder report

Inspection date:

21 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder forms warm relationships with children. Less confident children seek him out for reassurance when in the presence of unfamiliar adults. Children respond well to the childminder's humour, hugs and gentle approach. The childminder provides frequent opportunities for children to socialise with others beyond his setting during regular outings in the local community. Children learn about and experience the diverse communities within their local area. The childminder plays music that reflects the backgrounds of some children and helps children to value what makes them unique.

The childminder provides opportunities for children to make choices. For example, children eagerly offer the childminder self-selected books or tell him what fruits they would like for snack. The childminder acknowledges children's achievements. Children wait, take turns and share resources from an early stage. The childminder helps children to develop a love of books. The childminder helps children to understand the differing uses of technology, such as when selecting music for children to hear. The childminder shares useful information with parents and teaching staff at school.

The childminder does not consistently implement learning opportunities effectively. Resources and routines are sometimes not well considered. For example, children are offered paper that has already been used and have limited opportunities to practise handwashing. Despite this, they learn the basic skills required to prepare them for their next stages of learning.

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

- The childminder has made some improvements since the last inspection. Information and records are organised and accessible. Children eat more nutritious food and the childminder shares menus with their parents. However, the childminder has not fully addressed some of the concerns previously raised.
- The childminder has shared information with Ofsted about people living on the premises. However, he has not used the correct procedure to do this. This means that Ofsted has been unable to complete the required suitability checks for household members. There is not a significant impact on children's safety and welfare as all adults in the home have obtained an enhanced Disclosure and Barring Service check.
- The childminder takes steps to improve his professional practise. For example, he uses webinars to learn more about the early years foundation stage curriculum. However, the childminder lacks knowledge of the different areas of learning. This hinders his ability to plan effectively for the individual learning and development needs of children in his care.

- The childminder makes good use of community resources. This helps to extend what child know beyond their immediate environment. The childminder encourages less confident children to socialise and interact with others during regular play group sessions. Children learn about a wider range of food and scan items during visits to local shops. These experiences contribute to children's understanding of different people around them.
- The childminder helps children to develop their mathematical awareness. He encourages children to match picture cards and recognise colours during play. Children point to, count and name the fruits eaten by a caterpillar during shared stories. The childminder introduces children to language, such as 'half' and 'whole' during mealtimes.
- The childminder speaks about and names healthy foods as children play at the pretend kitchen. They use their imaginations well and are eager to offer him pretend 'food'. The childminder helps children to understand his expectations during local outings, such as holding on to the buggy while walking. This contributes to children's awareness of how to stay healthy and safe. However, at times, routines are not used to help children develop and manage independent self-care.
- The childminder works effectively with parents and other professionals when concerns about children's development arise. He encourages parents to seek professional support and advice and shares information with school staff. This helps them understand how to better support children and contributes to the continuity of children's care.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement activities that take account of children's individual needs and link to what they need to learn next	02/05/2025

To further improve the quality of the early years provision, the provider should:

- broaden opportunities for children to practise and manage their self-care skills

- continue to use professional development opportunities to improve teaching skills.

Setting details

Unique reference number	EY411234
Local authority	Lewisham
Inspection number	10377002
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 October 2024

Information about this early years setting

The childminder registered in 2010 and lives in Catford, in the London Borough of Lewisham. He holds a relevant childcare qualification at level 3. The childminder works from 8am until 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and 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.

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