

Childminder report

Inspection date: 3 February 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

The childminder provides a warm and secure environment where children feel confident and happy. She builds strong bonds with children through kindness and care. For example, children eagerly gather instruments for song time and happily help to tidy up after activities. The childminder joins in children's play to model sharing and taking turns, encouraging their cooperation. During singing time, she demonstrates teamwork by working with children to create different patterns and rhythms on the xylophone. The childminder praises children's efforts, reinforcing positive behaviour and boosting their confidence. She teaches children rules and boundaries by acting as a positive role model. The childminder reminds children gently not to run for safety and encourages walking. She consistently encourages and demonstrates good behaviour to help children to adopt positive conduct.

The childminder knows children well and, overall, tailors the curriculum to match their developmental needs. For example, when children show an interest in music, she provides activities involving singing and exploring instruments. The childminder introduces new vocabulary, such as rhythm. She focuses on enhancing children's communication and social skills, ensuring that they have time to think and respond. The childminder also enriches the curriculum with local community visits, such as trips to the library and park, to help to develop children's gross motor skills through active play. This supports children to achieve positive outcomes from their starting points in development.

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

- The childminder builds positive relationships during settling-in sessions. She assesses children's starting points in development and plans a sequential curriculum that builds on their existing skills. By considering children's interests, the childminder creates an engaging environment that fosters their positive attitudes toward learning.
- Children develop a love for books and eagerly participate in story sessions. They snuggle up to the childminder, who is an engaging storyteller. The childminder pauses to encourage children's involvement and asks thoughtful questions to spark engagement and conversation. Children also enjoy regular trips to the library with the childminder, which further fosters their love of reading.
- The childminder has addressed previous inspection weaknesses by promoting children's independence through daily routines. For example, she encourages them to help with tidying up and peeling fruits, such as tangerines, independently.
- The childminder enhances children's language and communication skills. For example, she introduces new vocabulary, reads books, sings and engages in back-and-forth conversations.

- The childminder plans opportunities to support children's social skills by using techniques, such as taking turns, to teach sharing. She also takes children to playgroups several times a week. This provides children with further chances to practise sharing and socialising.
- The childminder supports physical development by enhancing children's hand dexterity through mark making and sensory play. However, she does not consistently plan purposeful physical play in the curriculum, and children depend on park visits to strengthen their core skills and coordination.
- The childminder supports children's mathematical development. For example, she encourages counting during play, such as stacking blocks or sorting toys by size and colour. The childminder introduces concepts such as 'big' and 'small'. This hands-on approach helps children to build a strong foundation in numbers, shapes and measurements.
- The childminder supports children to develop healthy habits. She provides nutritious snacks and ensures that children bring balanced packed lunches. The childminder promotes good hygiene, such as tooth brushing. These practices foster children's positive attitudes towards healthy living.
- The childminder supports children's cultural identity by celebrating their heritage and religious practices. She collaborates with parents and includes diverse cultural activities, such as songs, stories and sensory play, to help children to develop respect for differences and an appreciation for diversity.
- The childminder demonstrates an understanding of how to keep children safe and conducts daily risk assessments of the learning environment. However, she has overlooked notifying Ofsted about changes to household members, which is a requirement of her registration. The childminder promptly addressed this and it did not affect children's safety.
- The childminder builds a strong partnership with parents and carers, creating a nurturing environment that supports children's emotional security. She provides parents with regular updates and guidance, which reflects her commitment to open communication.

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:

- build more opportunities into the curriculum for children to develop their gross motor skills.

Setting details

Unique reference number	EY411628
Local authority	Southwark
Inspection number	10367779
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in South East London. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder provided the inspector with a sample of key documentation, including paediatric first-aid certificates and evidence of the suitability of those living or working on the premises.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their views with the inspector.
- The inspector checked the setting's suitability and safety.

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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