

Childminder report

Inspection date:

24 September 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

Children are happy, confident and well settled in the care of the childminder. They feel safe and secure, which is evident in their engagement with visitors and independence in choosing play activities. The childminder thoughtfully arranges the environment to reflect children's interests and developmental stages. This includes dedicated indoor and outdoor areas. Behaviour and house rules are displayed and reinforced throughout daily routines. These include taking turns, sharing, politeness and following rules. Older children demonstrate care as they hold younger children's hands and support them during tidy-up times.

The curriculum is guided by children's individual next steps in learning. The childminder and her staff support children's learning through child-led play, asking questions, narrating experiences and introducing new vocabulary. For example, during autumn treasure hunts, children explore natural resources and are supported to extend their learning through related books, songs and props. Creative activities, such as exploring dinosaurs, encourage children to describe textures, name species and discuss preferences. Children also engage in charity and community activities, including celebrating World Book Day, den building and fundraising events, which helps to develop children's empathy towards others and social awareness. The childminder and her staff use praise effectively. This helps to boost children's self-esteem and confidence. Children are proud of their achievements and engage enthusiastically in learning.

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

- The childminder works closely with her staff to observe and assess children's development on a regular basis. These observations inform planning, ensuring the curriculum is tailored to each child's individual needs and next steps in learning. Parents and carers are kept well informed through daily updates, photos and discussions about their child's progress. A strong focus is placed on supporting older children to develop the skills they will need for a smooth and successful transition to school. This includes building on their communication, early literacy, mathematics and social confidence.
- The childminder plans a rich range of outings that extend children's learning. For example, during a topic about people who help us, children visited the local fire station. This experience enhanced their understanding of community roles and developed their curiosity. Children were encouraged to ask the firefighters questions and discussed what they observed, building on their communication skills.
- Children visit the library weekly, which broadens their access to books and supports their early literacy. The childminder provides books linked to children's interests, such as dinosaurs. She encourages children to compare the books with

the dinosaurs in their play area. The childminder helps children learn new words, such as triceratops and stegosaurus. This supports their vocabulary development and helps children become confident communicators.

- The childminder supports children's independence in self-care. At mealtimes, children collect cutlery, pour drinks and feed themselves. The younger children also demonstrate independence as they are given opportunities to scrape their plates and help tidy up. Positive praise from the childminder and her staff help to build children's confidence and practical skills.
- The childminder weaves counting into daily routines. She encourages children to count objects and identify quantities, when she reads them books. This helps to develop children's early mathematical understanding, such as to recognise numbers and to apply counting skills in everyday contexts.
- Parents report that their children thoroughly enjoy attending the setting. They value the regular updates, photos and observations shared by the childminder about their child's progress and learning. This strong partnership between the childminder and families ensures continuity between home and setting.
- The childminder plans themed group activities, such as asking children to collect and discuss autumn leaves, helping to build on their prior learning and support the development of social skills. These activities are designed to encourage children to take turns, listen to one another and share resources cooperatively. At times, some children become excited and speak out of turn. The childminder and her staff do not consistently reinforce expectations or provide strategies to help children strengthen their listening and attention skills. As a result, some children do not always remain fully engaged or participate to their full potential in the sessions.
- The childminder strengthens her provision through collaboration with external professionals, parents, staff and children. She supports her well-trained staff, who welcome and appreciate the wide array of training opportunities on offer. This has had a positive impact on the quality of care and education provided. Children benefit from a well informed and confident team, which enhances their learning experiences, progress and enjoyment.

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:

- support children to build further on their listening and attention skills during group activities.

Setting details

Unique reference number	EY430105
Local authority	Lambeth
Inspection number	10398318
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 10
Total number of places	12
Number of children on roll	23
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2011. She lives in Streatham, in the London Borough of Lambeth. She works with five assistants at different times throughout the week, one of whom is her husband. The childminder operates from 8am to 6pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector around the premises. She discussed how she ensures that they are safe and suitable and how she implements the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education during the inspection and assessed the impact on children. The childminder evaluated children's learning with the inspector.
- Parents shared their feedback with the inspector.
- Children interacted and spoke to the inspector.
- The inspector looked at relevant documentation that the childminder shared.
- The childminder and the inspector held leadership and management discussions throughout the inspection.

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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