

Childminder report

Inspection date:

27 May 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

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder is kind and cares about the children who attend. She gathers relevant information about children before they start, such as dietary requirements, to ensure their safety. The childminder shares positive relationships with children and parents to ensure that there is a continuum of care. She accesses and completes essential training, which helps her understand how to keep children safe and healthy. However, she has not prioritised her continuous professional development. As such, she lacks a range of skills to be able to provide children with the essential support needed to engage them in meaningful learning experiences or to help them make good progress.

Children are confident to approach adults and communicate what they want. They are curious and interested in the wide range of resources around them. Children put rings through hoops, imitate actions in songs and push toys along with ease. However, the childminder does not do enough to support children's learning and development because she does not clearly identify and plan for what they need to learn next.

Overall, children behave well. The childminder addresses children's behaviour and tells them what they can and cannot do. However, she often does not explain the reasons why something is not acceptable or gives conflicting instructions. This impacts children's understanding of boundaries and expectations.

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

- The childminder has some awareness of the seven areas of learning and children's development and knows what she wants children to learn. However, she has a weak understanding of children's milestones to be able to plan a curriculum that meets all children's needs. Assessments are not used effectively to identify children's next steps precisely enough, and the teaching practice does not always support their overall development. Additionally, the childminder lacks awareness of local provision for the assessment and support of children with special educational needs and/or disabilities (SEND). As such, children's progress is compromised.
- The childminder does not support children's communication and language sufficiently well. Play interactions are short lived and lack a teaching purpose. The childminder speaks to children during the day but does not consistently model language or narrate what is happening to support children's understanding of spoken language and acquisition of vocabulary. Despite this, the childminder sometimes reads books and sings songs with enthusiasm, which children enjoy.
- The childminder is not always consistent in how she manages children's

behaviour. She talks to children about some of the setting's rules but does not set clear boundaries. At times, the childminder uses language and a tone of voice that contradicts what she is telling children about their behaviour. This means children do not learn what is expected of them.

- The childminder completes all mandatory training, such as paediatric first aid and safeguarding, as required for her registration. However, she has not focused her professional development well enough on improving her knowledge of teaching and learning and implementing it in her practice. This impacts on the quality of education children receive.
- The childminder offers some activities that stimulate children and give them new experiences. For example, she takes children to local farms and playgrounds. This builds children's understanding of the world around them as they observe and interact with a wider range of people and learn about their community.
- The childminder promotes children's health by providing a range of nutritious and healthy meals. She caters for any allergies and dietary requirements and ensures that children have constant access to drinking water. The childminder has appropriate intimate care routines in place. She washes her hands after changing nappies and every time she wipes children's noses. This helps keep children healthy.
- Parents report being happy with the childminder. They say their children come in happy and have settled well. Parents appreciate receiving daily updates and use a variety of ways to communicate with the childminder. They feel supported and confident to raise any concerns if needed.

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 and Childcare Register the provider must:

	Due date
plan and implement a well-sequenced and ambitious curriculum, which identifies the individual needs of all children and focuses on what they must learn next, to ensure they make consistently good progress in all areas of learning	24/06/2025

build awareness of local arrangements for the assessment of children with SEND to ensure they are fully supported to make the best possible progress	24/06/2025
improve the quality and frequency of interactions with children to develop their communication and language skills, including talking to children about what they are doing and introducing new vocabulary	24/06/2025
use consistent explanations and have high expectations for children's behaviour so they understand what is expected of them and why	24/06/2025
prioritise training and professional development to improve practice and raise the quality of education for all children.	24/06/2025

Setting details

Unique reference number	EY439021
Local authority	Lewisham
Inspection number	10380862
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 2011 and lives in Bromley, Kent. She holds an appropriate level 3 childcare qualification. She operates from Monday to Thursday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on the children's learning.
- The inspector discussed with the childminder the importance of including parents and other professional agencies in the children's learning and development.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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