

Childminder report

Inspection date: 17 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe, happy and settled in the childminder's care, who builds nurturing and trusting relationships with them. For example, she warmly scoops up and checks over children when they fall while playing and draws them into a conversation about an ant crawling on the floor. Children babble and gesture with interest, learning to regulate their emotions and build on their communication skills. The childminder has a strong understanding of children's needs and thoughtfully plans activities to promote children's engagement. For instance, children show curiosity and delight while exploring sea animals frozen in ice. They scoop and pour water, strengthening their physical skills. The childminder extends the learning by naming the animals and introducing descriptive language, such as 'cold', to build on children's understanding and vocabulary. She encourages sensory exploration by inviting children to feel the ice against their skin. This supports their communication and language development.

Children benefit from regular opportunities to gain confidence and develop their social skills within a larger group of children. For example, the childminder works closely with another childminder and they regularly go on outings together. Their visits to places such as parks and museums support children's physical development and broadens their understanding of the world. The childminder brings learning to life with meaningful, first-hand experiences. For instance, she reminds children about their trip to an aquarium during a story session about sea life. The childminder has very positive expectations for children's behaviour and thoughtfulness towards others. She sets clear boundaries that help children to recognise and manage their own behaviour and develop a sense of right and wrong.

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

- The childminder shows a strong commitment to continuous improvement. She understands the processes to follow to support children with special educational needs and/or disabilities and has completed training to deepen her knowledge of child development and the areas of learning. Because she knows the children so well, she plans meaningful next steps and engaging activities that build on what they already know and can do.
- Children benefit from many rich interactions with the childminder that support their communication and language development. For example, they regularly share books, labelling the pictures and discussing the stories. During a jellyfish themed creative activity, the childminder introduces descriptive language, such as 'fluffy' and 'sticky', as well as more advanced words like 'tentacle'. This strengthens children's understanding and use of words. When children say single words at lunchtime, she extends their language by talking about the children's

routines. This encourages children to be more expressive when communicating.

- The childminder skilfully includes mathematical learning into everyday experiences. She introduces concepts such as 'full' and 'empty' during water play, supporting children's understanding of capacity. During creative activities, she uses language, like 'one more', to promote counting and the concept of more and less. This encourages children to think mathematically in meaningful, real-life moments.
- Children show high levels of concentration and enjoyment as they take part in activities that interest them. For example, they enthusiastically use paintbrushes to apply glue while making jellyfish and are keen to continue even after completing their craft. This activity strengthens children's fine motor skills and helps develop their early writing skills. Children's sustained interest shows a positive attitude to learning, which supports their future progress in their learning.
- The childminder creates a welcoming and inclusive environment, where children's individual identities and cultures are celebrated. She builds strong partnerships with families to reflect children's home lives in the setting. For example, she invites children to share traditional clothing and jewellery, and works closely with parents to learn and sing songs in their home language. Festivals and cultural events are celebrated with the children, helping them to recognise and value both their similarities and differences.
- The childminder's curriculum supports children's readiness for nursery and school effectively. For instance, children have plenty of opportunities to develop independence when they freely choose their play activities, learn to use cutlery and wipe their own faces after eating. However, she has not yet developed effective links with other settings and schools that children will attend. This means transitions are not as well supported as they could be.
- Partnerships with parents are strong. For example, the childminder shares regular photo updates and writes detailed daily diaries to communicate children's activities and progress made. Parents praise her 'warm, nurturing and engaging environment'.

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:

- develop partnerships with schools and other settings to better support children's transitions.

Setting details

Unique reference number	EY440191
Local authority	Lewisham
Inspection number	10399246
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 November 2019

Information about this early years setting

The childminder registered in 2012 and is located in Forest Hill, in the London Borough of Lewisham. Her setting is open Monday to Thursday, from 8am to 6pm, throughout the year. The childminder holds a relevant childcare qualification at level 2.

Information about this inspection

Inspector
Sophia Malcolm

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025