

Childminder report

Inspection date: 14 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are relaxed, and they enjoy attending the childminder's home-from-home environment. All children settle quickly on arrival and demonstrate their strong attachments with the childminder. They enjoy cuddles and receive reassurance, which helps them to feel safe and secure. The childminder has high expectations for all children. She role models positive behaviour and encourages good manners. Children listen well and help with tasks, such as tidying away their toys. The childminder gives all children praise throughout the day, which raises their self esteem and promotes a positive attitude to their learning. Young children repeat the phrase, 'I can do it', as they persevere with completing puzzles.

The childminder provides a fun and inviting learning environment that sparks children's curiosity and builds on their interests. She gets to know children well and plans her curriculum to extend their previous experiences. For example, outside, children learn to problem solve when they run out of water for watering the plants and when the ball gets stuck under the tarpaulin. The childminder provides support through asking questions and promoting independence. She recaps on children's previous learning, which helps them to further develop their language and use memory recall.

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

- Overall, the curriculum provided by the childminder provides all children with a broad range of activities to support their learning. The childminder uses observations and assessments to ensure that children are making good progress and that any gaps are addressed. The childminder identifies next steps; however, these are not always planned for during activities to ensure that children can practise and extend their learning as effectively as possible.
- The childminder supports children's communication and language development well. She engages children in conversations as they play, provides commentary and introduces new vocabulary. Children repeat words and learn to increase their sentences. The childminder sings and shares stories daily, which further supports children's literacy and communication skills. As a result, children are confident communicators.
- Children have opportunities to extend their physical skills and learn about the importance of healthy lifestyles. They enjoy running in the garden and using the slide to extend their coordination and balance. Children enjoy kicking balls and learning how to catch with the childminder. The childminder provides healthy snacks and works with parents to include fruit and vegetables in children's meals. Children follow good hygiene routines.
- Partnerships with parents are strong. Parents speak highly of the childminder and the service she provides. They state their children have flourished and are

making good progress, particularly with their language and independence skills. Communication is good, and parents receive regular updates on their children's progress and ideas to continue learning at home. However, the childminder has not yet built partnerships with other settings children attend to support their learning cohesively.

- The childminder promotes a culture of diversity and inclusion. She supports children to use their home languages alongside learning English. The childminder takes children on trips in the local community and celebrates different cultural and religious festivals. This supports children to gain an understanding of others and what makes them unique. The childminder has completed training to support children with special educational needs and/or disabilities.
- The childminder supports children to be independent and encourages them to try things for themselves. For example, children make choices in their play and select resources. They wipe their own noses and throw the tissues in the bin. The childminder encourages children to feed themselves, wash their hands and put on their coats. The childminder counts with children and introduces mathematical language during routines and play to aid their understanding of numbers.
- The childminder is passionate about her role and has high expectations to help prepare children for school. She reflects on activities and evaluates the service she provides and is determined to make improvements to benefit the children. The childminder is proactive in extending her knowledge and skills through continued professional development opportunities and seeks parents' ideas and views.

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:

- strengthen planning to include children's next steps in activities to help them practise their skills and make the best possible progress
- develop partnerships with other settings children attend to promote consistency in care and learning.

Setting details

Unique reference number	2687260
Local authority	Greenwich
Inspection number	10380350
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Thamesmead area of the London borough of Greenwich. The childminder holds an appropriate childcare qualification at level 3. She provides care Monday to Friday, 9am to 6pm, all year round.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents, read written reports and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first-aid certificate, qualifications, insurance and suitability checks.

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