

Childminder report

Inspection date: 9 January 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 flourish with this French speaking, friendly, nurturing childminder. She engages children through her fun and enthusiastic interactions. Caring relationships are evident. Children learn through a broad curriculum that develops their language skills and a sense of belonging. This instils a positive attitude towards learning. Children focus on being imaginative as they look after the dolls and eagerly divide the play food for each doll. They persevere as they try to divide the cake between the dolls. The childminder joins in, providing a commentary that teaches children the vocabulary that describes their actions. Children smile proudly when they have fed all the dolls.

Children develop their confidence in social situations. For instance, they explore the environment and eagerly interact with others during familiar trips, such as rhyme time at the library. The childminder supports children to understand about keeping safe within the local community. For example, children excitedly wait for the 'green man' to cross the road.

The childminder engages in children's play at their level. For instance, she helps to build the train track as she models how to join them, giving them the time to have a go themselves. This helps to further children's development. Children feel safe and secure. They use good manners and behave very well.

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

- The childminder finds out what children can already do when they start to attend. She uses this information and her own observations to identify what children need to learn next. She is aware of where there may be emerging gaps in children's learning and focuses her teaching on these areas. This means any gaps in children's learning are identified, and children are supported to make progress.
- The childminder plans a curriculum around different interesting topics for the children. She ensures that there is a mix of adult-led and child-led activities. She is a good role model. However, on occasions, she rushes through what she wants children to learn; therefore, she is not giving them the opportunity to practise and explore the activity before moving on.
- Children communicate well. The childminder creates a language-rich environment. She talks to the children all the time in both French and English. She narrates their play and exposes them to a wide range of vocabulary. The childminder models language and asks children questions, giving them time to answer and offering answer choices when needed. This has a positive impact on the rate at which children's speech develops. They spend time speaking to the childminder about different topics of interest, such as the sea creatures during

the fishing game.

- The childminder plans opportunities for children to learn about the world around them. For example, children enjoy daily activities within the local community with trips to local parks, along the river and to local museums. This means children have a better understanding of their local community and learning about the natural world.
- The childminder supports children to learn about how to manage their own self-care and independence skills, such as feeding themselves and putting coats on. However, this is not done consistently, and the childminder does not plan well enough and provide enough opportunities through the daily routines to ensure that children learn these skills successfully.
- The childminder supports children to build on their early mathematical language. She encourages children to count and identify colours and shapes during their play. The childminder helps children to gain an understanding of early mathematics to help prepare them for their next stage of their learning.
- The childminder plans activities to support children's physical development. Children learn new skills as they climb, run and jump at local parks and soft play. During planned adult-led activities, the childminder supports their fine motor skills. Children carefully manipulate the puzzle pieces to fit together. This activity helps children develop the small-muscle skills that are needed for holding a pencil and supports their early writing development.
- The childminder builds meaningful bonds with parents. Parents are well informed of what children have enjoyed during the day. The childminder completes regular assessments of children's learning and shares these with parents. Therefore, parents are able to support their children's learning at home, which develops continuity of care and learning.

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:

- plan more effectively during adult-led activities for children to practise and explore to embed their learning even further
- support children to learn and develop independence skills through daily routines.

Setting details

Unique reference number	2687346
Local authority	Greenwich
Inspection number	10368211
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	2 to 10
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Greenwich, in the London borough of Greenwich. She is available for work from Monday to Thursday, 8am until 6pm, all year round, except for family holidays. The childminder teaches the children French.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to children during the inspection.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- The inspector reviewed written feedback from parents and took account of their views.

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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