

Childminder report

Inspection date: 10 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 in this nurturing and stimulating environment. They benefit from the caring and calm atmosphere that allows them to naturally grow and develop strong bonds with the childminder. Children thoroughly enjoy spending time with the friendly and welcoming childminder, who offers a home-from-home environment for all children. Children are very engaged and understand the routine. They listen and behave very well. Children show positive attitudes to their play and learning. They are excited to take part in both self-chosen play and adult-led activities. For example, children relish in activities planned for them. They develop strong finger muscles squeezing the paint bottles and rolling and stretching play dough. Children show strong coordination skills and they persevere. They are proud of their achievements and are praised for their efforts.

Children move about with ease and play with confidence. They know where to find toys and resources and politely explain to the childminder what they want to do. For instance, older children tell the childminder the activities they want to do. This self-assurance helps to enthuse the children in their play. The childminder encourages children's communication and language skills very well. She repeats what younger children say so they hear the words pronounced clearly. The childminder listens to the children and responds using a calm, clear tone. She encourages the children to predict what will happen next. Learning is made fun. All children make good progress in their development.

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

- The childminder has a clear overview of each child's development and interests. She uses her observations and assessments to identify children's learning. The childminder successfully incorporates what children already know, can do and their interests into teaching. Overall, the ambitious curriculum helps children make progress.
- Children's communication and language development is well supported. Older children competently count and talk about numbers. The childminder builds on younger children's vocabulary by introducing words linked to their actions and clarifies what they say. She encourages back-and-forth conversations and asks age-appropriate questions to encourage children to talk about their play. She asks questions to check children's understanding and extend learning.
- Children show that they feel safe and secure in the childminder's care. The childminder follows children's play cues. For example, when older children get a bottle of paint, she asks if they would like to do some painting. Children excitedly clap as they respond, 'Yes please.' However, at these times, the childminder does not think about what she wants children to learn. As a result, children are not provided with different resources to explore as they paint and

further enhance their creative skills and learning.

- Older children who are being potty trained have good self-care skills. Younger children feed themselves competently. However, at times, opportunities to help children build on their independence are not consistently encouraged. For example, the childminder does not use opportunities for children to make informed choices in activities, including what paper they want to use for activities and what instruments to use at circle time.
- The childminder takes children on a range of outings, including to playgroups, parks and the library. In the park, children use equipment that the childminder does not have in her home. Hence, children develop their physical and social skills. This helps to broaden children's experiences.
- Children's health and well-being are supported well. The childminder offers nutritious snacks and meals to promote healthy eating. She helps children to understand the names of fruits and vegetables. Children get excited when the childminder explains what they are having for lunch. The childminder promotes good hygiene. For example, children wash their hands before eating. Bed sheets are clean and changed weekly, or before if needed.
- Children behave well. For example, the childminder praises children when they help to tidy away toys. When children become frustrated and upset in their play, the childminder helps them to understand and manage their emotions and feelings effectively.
- The childminder promotes positive relationships with parents, whose feedback is extremely positive. She shares information about the progress that children are making and a summary of the daily activities. She has daily conversations with parents and encourages them to share information from home to extend children's learning.
- The childminder evaluates the care and education she provides. She attends training with the local authority and other training providers. This enhances her knowledge and skills and benefits children's 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 the curriculum more effectively so activities, such as painting, encourage children to extend their exploratory skills and consistently enhance their learning
- develop adult-led teaching to allow children more opportunities to make their own choices.

Setting details

Unique reference number	2687678
Local authority	Greenwich
Inspection number	10368166
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 14
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Plumstead, in the Borough of Greenwich. She holds a relevant early years qualification at level 3. The childminder operates Monday to Friday, from 8am to 6pm, for most of the year. She offers the government funded places for childcare.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The childminder and the inspector complete a learning walk of the areas of the premises used for childminding. They discussed how the early years provision and the curriculum are organised.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- The inspector sampled documentation, including evidence of paediatric first-aid training.
- The childminder provided the inspector with a written account of the parents' views.
- The inspector spoke with the childminder and the children at appropriate times during 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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