

Childminder report

Inspection date: 18 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder gives each child the time they need to settle, and she adjusts activities to match children's interests and skills. She has high expectations of children and manages their behaviour effectively. The childminder values each child highly and interacts with children in positive ways. For instance, she gets down to a child's level, smiles and speaks in warm tones. The childminder is kind and attentive to each child. Children settle happily and are keen and confident learners.

The curriculum is wide and varied, and all children make good progress. The childminder supports children's creative development well. Children enjoy kneading, rolling and cutting brightly coloured dough to make models. They use pastel-coloured chalk and paint crayons to draw pictures and enjoy exploring the effect of using these different materials. The childminder teaches children good mathematical skills. She counts objects with children as they play and sings a range of number songs and rhymes with them. The childminder uses mathematical language, such as big and little, to compare different sizes. These activities support children's development in different areas and help children to gain skills in preparation for school.

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

- The childminder supports children's physical development well. Children learn to balance and steer scooters. They enjoy jumping in and out of tyres. The childminder takes children to the local park, where they practise a range of skills, such as running, climbing and ball skills. She ensures that babies have space to crawl, balance and learn to pull themselves up. Children gain good physical skills.
- The childminder helps children to gain good communication, language and literacy skills. She questions children effectively as she reads stories to children. The childminder sings action songs and rhymes with children to teach them new words. She teaches babies the names of common objects, and children learn good language and literacy skills.
- Children learn to do things for themselves. They skilfully cut up bananas at snack time and fetch their own water to drink. The childminder teaches children how to put on their coats and shoes, and children help to tidy up after play. The childminder plays simple games with children to teach them how to share and take turns.
- The childminder supports children's understanding of the world well. She talks to children about the role of doctors and nurses, and children enjoy taking part in hospital role play. The childminder takes children for walks by the local stream, where she teaches them about ducks and how they live. Children gain a good understanding of the world.

- The childminder works effectively with parents and provides daily updates on children's progress and activities. She does this in various accessible ways, such as secure electronic messages and daily verbal feedback. The childminder works successfully with parents to support children's development in areas such as behaviour management.
- The childminder keeps her skills and knowledge up to date by attending various courses. She attended a course on supporting children with special educational needs to promote best outcomes for children. The childminder reflects on her practice and decides on areas for improvement.
- The childminder has a good understanding of the code of practice for special educational needs and disability and works closely with parents and professionals to support children's progress. The childminder monitors all children closely and plans activities to meet their individual needs, including those of children who need additional support.
- The childminder asks children how they are feeling and explains basic emotions, such as happiness and sadness. However, the childminder has not taught children to understand a wider range of feelings. This means that children are not fully supported to understand and manage their own feelings and those of others.
- The childminder prepares fresh, healthy and well-balanced meals and snacks that meet special dietary needs. She ensures that children have access to fresh drinking water at all times. However, the childminder has not taught children about the value of eating well. This means that children do not develop an understanding of the benefits of a nutritious diet.

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:

- widen knowledge and understanding on how to develop children's understanding of feelings to further support their well-being
- strengthen the curriculum for physical development to promote children's understanding of the benefits of a healthy diet.

Setting details

Unique reference number	2729418
Local authority	Greenwich
Inspection number	10399392
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Kidbrooke in the London Borough of Greenwich. The childminder provides care for children from Monday to Friday, from 7.30am to 5.30pm, during term time only. She accepts government funding for childcare places.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision, and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder.
- The inspector received feedback from children's parents 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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