

Childminder report

Inspection date: 16 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The friendly, caring childminder develops close bonds with the children. Her calm approach creates an inviting, secure environment. Her gentle interactions help children settle as they confidently explore. The childminder knows each child well, understanding their routines and needs. This allows her to respond promptly when they cry, helping them feel safe and secure in her home.

The childminder provides a curriculum that supports children's learning across all areas of development. She gathers insights from parents and uses observational assessments to understand each child's current knowledge and abilities. Based on this, she plans individual next steps for learning, tailored to the children's age and abilities. The childminder provides a range of engaging resources, activities, and experiences, including educational trips to the museum and library.

The childminder effectively promotes positive behaviour through praise and encouragement. She sets clear expectations and guides children in managing their behaviour. This helps them resolve minor conflicts by discussing what happened and suggesting better ways to handle situations. The childminder consistently demonstrates respect for children, always asking for their consent before assisting with self-care tasks like wiping their nose.

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

- The childminder demonstrates good knowledge of child development and learning. When children join her setting, she gathers information from parents to understand each child's current abilities and knowledge. This allows her to tailor the curriculum to address their specific learning needs. The childminder also regularly assesses the children to monitor their progress and identify any areas for further development.
- The childminder demonstrates a good understanding of how to support children with special educational needs and/or disabilities (SEND). She understands the importance of effective communication with parents and other professionals to ensure a consistent approach. This supports all children to make good progress.
- The childminder encourages children's independence by setting up environments where they can access their own resources and make choices in their play. She ensures activities are accessible, such as a low water tray and floor-based play. However, she does not always provide opportunities for babies to do things for themselves, such as offering spoons or encouraging them to hold their own beakers during lunchtime.
- Children have many opportunities to develop their physical skills. The childminder takes them to the local park and they have regular access to the childminders garden where they can run and move freely. The childminder

encourages babies' physical skills to develop with a range of resources and methods. For example, she encourages children to take their first steps with a walker.

- Children enjoy water play, splashing and dipping dolls into the water. The childminder models washing babies and comments on their actions. However, at times, the childminder's overly prescriptive approach, directing children throughout the activity, hinders their ability to explore their own ideas. This stifles children's natural curiosity and decision-making.
- The childminder exposes children to diverse cultures by taking them to the museum to explore cultural instruments and artefacts, celebrating various cultural festivals, and providing a range of cultural resources. This helps children develop an awareness and appreciation of cultural diversity.
- The childminder ensures children enjoy nutritious snacks and meals, while encouraging them to stay hydrated throughout the day. Additionally, the childminder instils good hygiene habits, such as handwashing before mealtimes. This supports children to learn healthy habits.
- The childminder promotes literacy well. A range of books, such as texture and board books for babies and story books for older children are accessible. Babies explore the books and look at the pictures while listening to the childminder read aloud. Throughout the day, the childminder speaks to the babies, commenting on their activities and introducing new words as they play. For example, during water play, the childminder uses words like "splash" and "bubbles." For older children, the childminder encourages conversations by asking questions. Children are confident communicators.
- The childminder evaluates her practice, reflecting on areas for development. She gathers feedback from parents and uses this input to enhance her work. Additionally, the childminder attends training courses with the local authority and completes online courses, to extend her knowledge and further improve her practice.

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:

- enhance opportunities for young children to develop their independence skills further, particularly when managing their self-care needs
- provide more opportunities for children to lead their own play to help develop their natural curiosity and make decisions for themselves.

Setting details

Unique reference number	2750503
Local authority	Greenwich
Inspection number	10390944
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 January 2025

Information about this early years setting

The childminder registered in 2024 and lives in Avery Hill in the London Borough of Greenwich. She operates her childminding setting all year round from 6am to 9pm, Monday to Saturday. The childminder has a qualification at level 3 and holds early years professional status.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.

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