

Childminder report

Inspection date: 6 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's health, safety and ability to thrive are high priorities for this nurturing childminder. She prides herself on understanding individual children so that she can tailor teaching and routines around them. The childminder actively listens to children and ensures each child is recognised and heard, such as colouring in their favourite characters. The childminder supports children's learning with a wide range of motivating activities that capture their attention well. She weaves learning into everyday routines in a fun way. For example, the childminder skilfully supports children exploring building blocks. During the activity, she understands her intention is to recognise mathematical concepts, supporting individual learning by adding mathematical terms in her interactions and questioning the children around size and numbers.

Children are safe, and through quality interactions, the childminder reminds children about safety constantly. When children are preparing a meal, the childminder supports them to safely chop their food, while encouraging a balanced diet.

The childminder promotes a calm and respectful atmosphere. She supports children to understand their emotions and gives them strategies to manage their behaviour, offering them support when needed. Children are confident and well mannered. The childminder is a positive role model. She encourages wanted behaviours through praising the children and building their understanding of positive social values, such as turn taking.

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

- The childminder has clear knowledge of what she wants children to learn. She carefully plans activities to support the interests of children and considers how they can extend their learning. However, the childminder should build on the already good teaching in place by further extending older children's learning. For example, during activities, the childminder would challenge younger children's concepts of mathematics. However, older children were not sufficiently challenged for their age. Despite this, all children make good progress in learning and development.
- The childminder ensures children have a variety of learning experiences and opportunities. For instance, she plans outings to parks, farms, museums and more, ensuring each trip has a learning focus and consideration of children's interests. For example, she knows that some children will be going on a plane soon. The childminder promotes learning of this through her quality interactions and intentional planning, such as future trips to extend their knowledge of transport. The childminder promotes communication and language through

effective questioning and engaging children in activities.

- The childminder shows high priority for children's care needs and supports them in recognising good hygiene practices. For example, children who are potty training understand about privacy and voice their needs, which the childminder consciously responds to. The childminder is quick to recognise children's cues, such as tiredness, hunger or when they are in need of a cuddle, especially when they become emotional.
- Parents speak very highly of the childminder and how she goes above and beyond her job role. The childminder's good parent partnerships ensure continuity of care for all children. For example, the childminder shares photos and diary entries alongside verbal feedback to parents and suggestions on home learning. The childminder ensures she promotes inclusive practice, such as using her local community to support children's understanding of different occupations and people in the world around them.
- The childminder is well organised and manages her setting effectively. She constantly risk assesses the indoor and outdoor environments to reduce any potential hazards. The childminder is proactive in supporting children's understanding of safety and supervises the children well. Children show a sense of responsibility and follow their routines well, such as knowing to hook back the door when going outside in the garden to avoid any trapped fingers.
- The childminder gives children clear messages about online safety. Children understand to put their personal devices into a box and the childminder speaks to them about using devices safely. She sets boundaries about what is allowed or not allowed while they are at her setting. She shares information with parents from local schools to ensure everyone is aware of recent risks and that children understand how to keep themselves safe while online.
- The childminder keeps her training up to date and finds ways to improve her practice. She evaluates the provision and activities and listens carefully to children and parents to ensure she adapts her curriculum.

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:

- continue to build on the already good teaching so that older children are appropriately challenged.

Setting details

Unique reference number	EY103883
Local authority	Greenwich
Inspection number	10392430
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 18
Total number of places	8
Number of children on roll	7
Date of previous inspection	22 August 2019

Information about this early years setting

The childminder registered in 2002 and lives in Plumstead, in the Royal Borough of Greenwich. She operates Monday to Friday from 7am to 6.30pm, all year. She holds a relevant childcare qualification. The childminder receives funding for the provision of early education for children.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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