

Childminder report

Inspection date: 11 September 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

This is a safe, stimulating and caring environment where children can explore, learn and grow. The childminder focuses on building independence, developing communication and working closely with parents to support children's progress. She provides a wide range of experiences outside the setting, including Spanish playgroups, library visits, farm trips, soft play, park outings, dancing, yoga and daily play-based learning. These opportunities help children build confidence, social skills and cultural awareness, giving them plenty of chances to make friends, share and take turns.

The childminder plans purposeful daily activities to support language, fine motor skills and problem-solving. She uses both Spanish and English, repeats words, introduces new vocabulary and reads books to strengthen understanding. Independence is encouraged from an early age, with two-year-olds supported to wash their hands and make choices in their play. Children also learn to manage their emotions, for example through the use of music as a calming tool, which helps them feel confident and enthusiastic about learning.

The childminder sets clear and consistent boundaries, helping children understand expectations and behave well. She models kindness, patience and respect, providing a strong example for children to follow. Books are an important part of the setting. Children show their love of reading by choosing their favourite books to enjoy with her.

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

- The childminder provides a curriculum that supports children's all-round development. It helps them make choices, become independent, communicate clearly, manage their emotions and develop social skills. For example, children learn to put on their coats and shoes and wash their hands. They take part in activities that encourage turn-taking and teamwork and build early mathematical skills through counting, sorting and recognising shapes.
- The childminder provides stimulating activities that spark children's curiosity and keep them engaged. Books in English and children's home languages support those learning English as an additional language. The environment is set up so children can explore freely, though some resources, such as arts and crafts and certain toys, are stored out of reach. This limits children's choices and reduces opportunities to develop independence.
- Children's communication and language is well supported. The childminder builds vocabulary through reading, rhymes and open-ended questions. For example, she makes meaningful comments during play and asks questions that encourage children to respond. This approach helps children expand their

vocabulary and grow in confidence as communicators.

- Mathematical development is promoted through play. Children explore shapes and sizes with play dough, using words like 'small', 'big' and 'bigger'. She also encourages counting in English and Spanish during everyday activities, such as counting a train set.
- Independence and engagement are encouraged from an early age. Children choose what to play with, wash their hands and decide when they need rest. The childminder creates a warm, calm environment where children feel heard and valued. For example, children can build a train track, become fully immersed in the activity and ask for help when needed.
- The childminder creates a safe, inclusive environment and encourages children to talk about their feelings. She models kindness, politeness and respect, which children copy, and promotes positive behaviour. For example, children thank her when she fixes their train bridge. She also values strong partnerships with parents, keeping them informed about progress and how to support learning at home. Parents say they are happy, feel their children are well cared for and know their children are safe.
- The childminder is motivated, dedicated and committed to high-quality care. She reflects on her practice, sets ambitious goals and develops her knowledge through training and professional networks. She plans purposeful daily activities and outdoor experiences. She also supports parents to extend learning at home, helping children make strong progress across all areas.

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:

- review the organisation of the learning environment to help children to access resources independently so they can direct their own play and learning.

Setting details

Unique reference number	EY309193
Local authority	Greenwich
Inspection number	10398471
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Eltham, in the Royal Borough of Greenwich. She operates all year round, from 8am to 6pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children. The childminder holds appropriate qualifications in childcare.

Information about this inspection

Inspector

Lara Mathews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants the children to learn.
- The inspector sampled written feedback from parents during the inspection and took account of their views.
- The inspector observed interactions between the childminder and the children and the impact her provision has on their learning and development.
- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector spoke to 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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