

Childminder report

Inspection date: 18 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

Children appear very happy, settled and confident in the childminder's friendly and inviting home. The childminder has a good knowledge and understanding of her chosen curriculum and how she implements it to motivate children to learn. She has a high expectation of children and ensures her activities and experiences challenge them. For example, she teaches children to explore their senses. They smell a variety of jars and identify the scent together, such as cinnamon. The childminder teaches children to explore what they can feel. This is evident when children squeal in excitement as they explore shredded paper and find the animals hidden beneath.

The childminder is a positive role model. She teaches children the expectations of their behaviour and they respectfully follow rules and boundaries. For example, when children arrive, they independently take off their shoes before entering the play spaces. The childminder teaches children about the importance of healthy lifestyles. For example, children are encouraged to wash their hands after they blow their nose and they show a good understanding as to why they are being asked to do so. Children learn how to move their bodies in different ways to develop their physical skills. For example, they enjoy spinning and crouching as they dance. Children climb and balance on age-appropriate equipment safely at daily trips to the park.

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

- The childminder establishes positive relationships with children. She is calming and warm and children enjoy her company as a result. The childminder knows children and their individual personalities well, including what makes them unique. She plans accordingly and this helps her to keep children motivated to learn. Children have a positive attitude towards their learning and make good progress.
- The childminder successfully establishes good partnerships with parents. She keeps them informed of their children's progress, including their achievements and next steps in their learning. The childminder shares regular photographs and videos of what children have enjoyed doing. The childminder shares helpful tips with parents. This includes how they can support their children to develop their independence. Parents speak highly of the childminder and would highly recommend her.
- The childminder supports children well to prepare for their future learning. This includes the youngest children. For instance, children are independent, such as they are confident to choose their own play.
- Overall, the childminder's teaching skills and knowledge are strong. However, on occasion, there are minor inconsistencies in some practice with supporting

children to develop their speaking and listening skills even further. This includes providing all children, including those who speak English as an additional language, with more consistently good interactions and opportunities to communicate their ideas and thoughts. The childminder does not swiftly highlight and address the minor weaknesses in their teaching to enhance children's communication and language skills even further.

- The childminder evaluates her practice daily. She reflects on what went well and what can be done differently next time. For example, she has recently reorganised her indoor environment to help children have more open space to play and engage in more physical opportunities, such as dancing. The childminder discusses she has links with other childminders, and they regularly observe each other. The childminder uses constructive feedback to support her future practice.
- The childminder carries out regular reading, research and training to keep her knowledge and skills current and build on them further. For instance, the childminder has recently learned about how to support children's literacy development. As a result, children have a wide range of reading opportunities and show a passion towards books and stories.
- The childminder ensures her practice is inclusive. She teaches children about other peoples' similarities and differences outside of their own communities and experiences. This includes other countries and cultures. For example, children learn about Black History and try food delicacies from around the world, such as plantain.

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:

- confidently recognise and address minor weaknesses in teaching skills to support children's communication and language even further.

Setting details

Unique reference number	EY318503
Local authority	Greenwich
Inspection number	10398437
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2006. She is located in Greenwich, London. The childminder cares for children, from Monday to Friday, from 8am to 6pm, term time only. The childminder receives funding to provide free early education for children aged one. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities the childminder provides children.
- The inspector viewed the indoor learning environments and discussed how the childminder provides children with outdoor learning experiences.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and reviewed written feedback from parents and considered their views.

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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