

Childminder report

Inspection date: 4 July 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 are happy, settled and eager to learn. The childminder plans good-quality activities to meet children's next steps in learning. She understands their interests and uses these effectively to plan a fun and enjoyable curriculum. The childminder is fully aware of children's stages of development and what areas they need support in. Given children's starting points, they are making good progress with their learning and development.

The childminder and her assistants are consistent in their approach to behaviour management. They teach children that 'sharing is caring' and the importance of taking turns. They make good use of sand timers for the popular activities, so children learn the importance of waiting for their turn. Children behave well.

The childminder supports children's literacy development well. She plans activities to enhance children's small-muscle development. For example, the childminder identifies children require further support with pencil grips, and plans activities that are fun and exciting, such as using scissors to cut out and make collages. The childminder and her assistants support children with the correct grip of the scissors, helping to strengthen their small-muscle development.

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

- The childminder works in good partnership with her assistants to assess the effectiveness of activities and the quality of education. She reviews her own and her assistants' practice to assess training needs. This helps them to support children's overall learning and development.
- Although the childminder and her assistants count with the children, the childminder is not always consistent in using mathematical language during play with children, to strengthen even further their mathematical development.
- The childminder and her assistants are consistent with teaching children about their own safety. Children are reminded not to walk near the swings and to wait for the swing to stop before climbing on. The children are fully aware of taking their own shoes off before going on the trampoline and zipping up the door after they have entered. This all helps to keep them safe.
- The childminder provides good challenges to the most-able children. Children express a keen interest in literacy. They thoroughly enjoy word searches, learning how to recognise letters and starting to form knowledge of words and meaning. Most-able children express their favourite activities are learning to write and spelling.
- There is a good mix of activities and learning through play. The childminder ensures children have fun as they learn. For example, during water play, the childminder mixes animals and sea life, asking children to work out which

animals live in the water and which ones live on land. This helps the children to think about what they have learned as they giggle and have fun playing in the water.

- Children remember what they have been taught well. They know routines well. Children are skilled at putting their shoes on the correct feet, and washing their hands ready for meals. This greatly helps their self-help skills and personal and social development.
- The children thoroughly enjoy exploring wet sand play. The children enjoy searching for letters and then using the sand to build. They discuss with the childminder how they are building a wall and the sand is cement. They learn to feel and describe the differences between wet and dry sand and they discuss how it can be used differently. This further extends children's natural curiosity and language development.

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 further ways to consistently support children's early mathematical development.

Setting details

Unique reference number	EY369399
Local authority	Greenwich
Inspection number	10403716
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 February 2020

Information about this early years setting

The childminder registered in 2008 and lives in Abbey Wood, in the Royal London Borough of Greenwich. She works with her partner, who is also registered as her assistant. On occasions, she works with two other assistants. The childminder operates Monday to Friday from 8am to 6pm, all year round. She provides funded early education for eligible children. The childminder holds a level 6 degree in early years.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- The inspector and childminder discussed how they organise their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector reviewed parental feedback and took this into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of assistants in the home.
- The childminder and the inspector discussed how they evaluate the quality of care and activities offered.

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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