

Childminder report

Inspection date: 10 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder considers the individual learning needs of children in her care. She carefully selects activities that build on children's knowledge and skills. For example, the childminder plans opportunities for children to grow different seeds and care for them. She encourages children to reflect on what they did before and make changes when things go wrong. Children learn what plants need to grow. They notice how their actions impact on the world around them. Children's learning is well supported.

The childminder gently corrects children when they make mistakes. She encourages them to try again when they experience setbacks. Children persevere and try hard. When they encounter difficulties, children learn to keep going. This promotes children's resilience and self-esteem.

The childminder gives children clear instructions. For example, children tidy up after themselves. They listen to the childminder and behave well. The childminder builds strong relationships with children. She works with parents to understand their individual personalities and interests. The childminder teaches children about their feelings and helps them to identify when they feel frustrated or sad. The childminder gives reassurance and cuddles when appropriate. Children feel happy and relaxed. They have positive feelings about themselves. This helps them to be ready to learn.

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

- The childminder has a strong understanding of how young children learn. She recognises that children need to repeat skills in order to fully grasp them. For example, the childminder considers children's physical development when planning art and creative activities. She supports children to spend time creating pictures and using a range of tools to create artwork. This promotes children's learning.
- The childminder sequences her curriculum well. She uses a variety of assessment tools to identify gaps in learning. When children excel in an area of learning, the childminder challenges them further. For example, she skilfully introduces mark making to children who are ready to write their name or form letters. This helps children to be ready for the next stage of their education.
- The childminder skilfully supports children's communication skills. She speaks to children clearly and encourages them to ask and answer questions. The childminder uses increasingly tricky words to encourage children's understanding. For example, children recall learning the word 'compost' when planting their seeds. Children gain fluency.
- The childminder supports children's mathematical development well. She helps

them to learn the names of shapes and sort them into categories. When children play with small-world objects, the childminder encourages them to build their own houses for characters. Children learn to solve problems. They use their imaginations and mathematical knowledge to build structures to play with. This promotes children's thinking skills well.

- The childminder works with parents to support children's learning. Parents say that the information she gives them helps them to understand how children learn. They report that children make good progress. This helps parents to extend children's learning at home.
- The childminder understands that some children need support to understand their emotions. She uses a variety of strategies to help children to understand their feelings. The childminder plans opportunities for children to speak to and play with children of different ages. This supports children's emotional and social development. They behave well.
- The childminder undertakes regular training. She identifies professional development opportunities that are relevant to children's needs. For example, the childminder is planning to undertake further training to support children's communication skills. This helps her knowledge and skills continue to develop over time.
- The childminder understands that it is important for children to be physically healthy. However, opportunities for children to explore new flavours is sometimes limited. For example, when children do not want to try new foods, the childminder does not always try different strategies to help them explore. She does not consistently support children to access food themselves or to feed themselves using different tools. As a result, children do not always develop the confidence they need to eat healthily.

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:

- build on how children learn to explore unfamiliar and healthy foods to promote their physical health.

Setting details

Unique reference number	EY387440
Local authority	Greenwich
Inspection number	10399059
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	19 November 2019

Information about this early years setting

The childminder registered in 2008. She lives in Thamesmead in the Royal Borough of Greenwich. The childminder holds a level 2 qualification in childcare. She operates her service weekdays from 8.30am to 6pm, all year. The childminder provides funded early education.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector carried out a joint observation during snack time.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the 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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