

Childminder report

Inspection date: 24 June 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and inclusive environment where children feel happy and settled. Children enjoy exploring a diverse range of exciting resources and toys. Children have positive relationships with the childminder and often seek her out to share their experiences. They show sustained focus and concentration in their play, engaging in tasks for extended periods. For example, children spend time with the childminder to complete a complex animal-themed floor puzzle and talk about the different animals such as 'butterfly', 'toucan' and 'zebra'. They beam with pride and excitedly point out how large the finished puzzle is. The childminder praises and encourages children's efforts and achievements, which fosters their self-esteem and confidence. Children are developing the skills needed for the next stage of their education.

The childminder implements a comprehensive and well-balanced curriculum enriched with trips and outings in the local and wider communities. For instance, children enjoy visits to libraries, museums, playgroups and parks. These real-world experiences support and extend children's learning beyond the childminder's home. Furthermore, the childminder nurtures children's appreciation of nature, which contributes positively to their overall well-being.

The childminder acts as a positive role model and sets clear expectations for children's behaviour. Children listen attentively and follow instructions with ease. They are respectful, friendly and show good manners. Children play cooperatively and form meaningful friendships with one another.

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

- The childminder supports children to develop a love for literacy. She uses varying intonation and asks open-ended questions to capture children's attention during storytelling sessions. Children demonstrate enthusiasm and often join in with familiar phrases. For example, children repeat phrases from the story 'We're Going on a Bear Hunt' and exclaim with delight as they act it out with their friends and the childminder. These activities help children to expand their vocabulary and become confident communicators.
- The childminder seamlessly incorporates mathematical concepts into children's play. For example, she helps children to develop their number awareness as they sing nursery rhymes, count during play and participate in practical activities that strengthen their understanding of numbers. Additionally, the childminder encourages children to engage in mark marking and introduces them to mathematical language such as 'circle' and 'star'. This practice supports children to make good progress in their mathematical development.
- Overall, the childminder promotes children's independence. However, she does

not consistently develop older children's independence. For instance, she pours drinks into children's cups during snack time rather than allow them to attempt this task themselves. Furthermore, the childminder provides two-handled cups with lids rather than open cups for children who have the ability and skill to use them.

- Healthy lifestyles are promoted well. The childminder provides nutritious snacks and meals that meet children's individual needs, including any dietary requirements or allergies. Additionally, she offers children regular opportunities for fresh air and physical activity through daily outdoor play. These experiences help build children's stamina and improve their coordination.
- The childminder collects information from parents about their children's care needs and what they already know and can do. She uses this information to help children settle quickly into her care and support their learning. This contributes to the effective partnerships the childminder has formed with parents. However, she has not fully developed partnerships with other settings that children attend. This limits the continuity of children's learning between the childminder and other settings.
- The childminder is passionate about her role. She reflects on her practice and strives to improve her knowledge and skills to further enhance her provision. For example, she participates in training on children's physical development to help plan and implement activities that develop children's small and large muscles. Additionally, she undertakes online research and has discussions with local childminders to help her gain new ideas to support children's learning.
- Parents speak highly about the childminder and have built warm, positive relationships with her. They comment that she has created a 'loving, nurturing and positive environment' and appreciate her 'patience, warmth and professionalism'. Parents value the regular updates they receive on their children's development through daily face-to-face and electronic communications.

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 everyday routines and tasks to provide children with opportunities to develop their independence skills further
- strengthen partnerships with other settings that children attend to help them make the best possible progress.

Setting details

Unique reference number	EY393139
Local authority	Greenwich
Inspection number	10392282
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2009. She lives in Blackheath, in the London Borough of Greenwich. She operates all year round, 8am to 6pm, from Monday to Wednesday, except for family holidays and bank holidays. The childminder provides government-funded education.

Information about this inspection

Inspector

Yemi Afolabi

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2025