

# Childminder report

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Inspection date: 12 September 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The childminder skilfully supports children to be ready to learn. She closely considers children's emotions and their prior experiences when planning activities. The childminder understands that it is important for children to build trust with adults. She works hard to ensure that her relationships with children are strong. For example, she considers children's attachment styles with caregivers in order to help them feel safe. This helps to promote children's feelings of happiness and confidence. Children feel ready and motivated to learn.

The childminder creates a curriculum that considers children's interests. She notices when children remember prior learning. For example, outdoors, the childminder repeats activities where children excitedly hunt for items in the garden. She understands that repetition is important to help children to deepen their understanding. This helps children to understand the world around them. Children feel challenged and extend their learning.

The childminder helps children to express their needs. She teaches key listening skills that support children to follow instructions. For example, the childminder repeats basic instructions and reminds children where things are and what they need to do. Children learn self-care skills. They become confident at doing things for themselves, such as putting their shoes on and finding their outdoor clothes to go outside. Children feel successful, and they behave well.

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

- The childminder has a clear vision for her curriculum. She wants children to feel heard and understood by adults. The childminder considers children's emotional development closely. She uses her understanding of child development to create an environment where children feel safe and able to express themselves.
- The childminder has a strong understanding of child development and uses this to identify gaps in learning. She assesses what children know and can do and makes links to the experiences she provides children with to move their learning forward. This helps children to reach their milestones.
- The childminder understands how to promote children's speaking skills. She skilfully introduces new words to children. The childminder repeats and reinforces the meanings of these words. Children begin to use them in appropriate contexts. This supports children's fluency.
- The childminder provides meaningful experiences for children outdoors and in nature. She understands that when children spend time in the fresh air and being active, they can learn a range of physical skills. This promotes children's physical development.
- The childminder provides children with a nutritious menu of foods to choose

from. She knows that a nutritious diet helps children to become healthy. The childminder teaches children about the foods they eat and why they are good for them. This helps children to be physically healthy.

- The childminder works alongside assistants and provides regular supervision sessions to support their development. She has identified that her curriculum vision is not always communicated clearly. However, she has not yet taken effective steps to address this. This means assistants do not always receive consistent guidance about how to put the curriculum into practice, which occasionally limits children's learning.
- The childminder understands how to promote children's behaviour. She has a range of strategies to support children to develop their attention skills. The childminder demonstrates strong teaching of focus and concentration. For example, she spends time teaching children to be patient and wait their turn. Children behave well and develop positive attitudes to learning.
- The childminder has strong relationships with parents. She shares child development information with them. The childminder spends time understanding children's individual experiences and home lives. Parents say that this relationship and the information given to them by the childminder help them to extend their children's learning at home.
- The childminder is reflective of her practice. She regularly undertakes professional development opportunities linked to children's needs. The childminder takes on board and implements what she learns through training. This helps her skills to develop over time.

## **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:**

- ensure that the curriculum vision is communicated and embedded consistently with assistants so that all staff understand what it means for their practice and children benefit from consistently high-quality learning experiences.

## Setting details

<b>Unique reference number</b>	EY466113
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10399633
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 December 2019

## Information about this early years setting

The childminder registered in 2013. She lives in Kidbrooke, in the Royal Borough of Greenwich. She works from Monday to Friday, from 7.30am to 6pm, all year round. The childminder works from her home and also a church hall. The childminder provides funded early education. She works with an assistant. The childminder holds an early years qualification at level 3.

## 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 spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having 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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