

Childminder report

Inspection date: 25 April 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

The childminder forms strong bonds with children and their families, who use her care over a long time for all the children in their families. The childminder uses children's favourite activities and experiences to support them as they move into her care. She encourages parents and carers to share information about their children's interests, what they like to do and the food they can eat. The childminder offers children a broad and varied curriculum. She focuses on developing children's independence by supporting children to develop their language, physical and social skills.

The childminder develops links with other childminders in the area. They meet up to arrange social activities for all the children in their care and plan trips to places of interest further away together. They support each other by offering care to families during each other's holidays if needed by families. Children's behaviour is good. The childminder gently reminds younger children to take turns when needed. She praises children for their positive behaviour, such as using 'walking feet' in her home and 'good listening' when she is giving children choices, such as if they would like a story or to go into the garden.

The childminder has high expectations for children's development. She monitors the progress children make and shares her observations with parents to tailor the next steps for their children's learning. The childminder identifies children who require extra help or children with special educational needs and/or disabilities, and she works with parents to access support services.

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

- The childminder supports children to develop their independence. She encourages young children to choose and select their fruit at snack time. The childminder works with parents to introduce toilet training and promote children's independence using the bathroom. She prepares older children for the next stage in their learning, such as by teaching them how to put on their coats and shoes and follow instructions to prepare to go out.
- Children develop their physical skills well. The childminder encourages young children to safely use larger play equipment. She stands behind them as they climb the steps of the slide, offering physical guidance and support as they prepare to slide down. Children quickly develop their confidence and are proud of what they can do.
- The childminder plans activities to support children's fine motor development. For example, she introduces puzzles, encouraging young children to pick up and move the pieces to see where they will fit. Older children play games, such as picture lotto, to learn to take turns and develop their concentration. The

childminder uses mark-making activities to develop children's hand preference and supports children to hold pencils in a tripod grasp.

- The childminder supports children who speak English as an additional language well. Children arrive with knowledge of a range of different languages. The childminder uses songs, rhymes and stories that quickly become familiar to children. She leaves gaps in familiar songs and stories, which children fill in and quickly develop their confidence using English.
- The childminder speaks several languages. She has learned key phrases in children's home languages. The childminder gives directions to children in English. For example, she asks children to go inside and wash their hands. The childminder gives children further instructions if needed by skilfully including key words from home. She makes interactions playful, such as children quickly sharing the word for water in four different languages.
- The childminder helps children to understand and identify their emotions. She uses books and everyday activities to share how children may be feeling. The childminder asks children what they want to do by giving them choices. She wants the children in her care to be confident and able to express themselves well, to be ready for the next stage in their learning.
- Parents share how the childminder develops strong bonds with their children. They appreciate how she provides a mix of care and education and can see the progress their children make. Children happily separate from parents, who are reassured as the childminder communicates about the activities she plans for their children.
- The childminder attends training to refresh her knowledge and to ensure that she complies with the requirements of her registration. However, the childminder does not focus continuous professional development to enhance the quality of education for individual children in her care.

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:

- focus ongoing professional development to enhance the quality of education for individual children.

Setting details

Unique reference number	143608
Local authority	Hammersmith & Fulham
Inspection number	10380542
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 1996 and lives in Shepherds Bush, in the London Borough of Hammersmith and Fulham. She operates throughout most of the year, Monday to Friday. The childminder holds a level 3 qualification in childcare and education.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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.

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