

Childminder report

Inspection date: 28 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and friendly setting where children are safe and emotionally secure. She enables children to share a wide range of resources to discover, explore, learn and enhance their skills at their own pace. Children gain in confidence and become increasingly independent when choosing toys and relating to others. Children enjoy stories and the childminder repeats new words, sings songs and encourages discussions with children as they play.

Children have plenty of opportunities for fresh air and to play with natural and sensory materials outside. During an outdoor learning activity, children develop their early mathematical and literacy skills. They enthusiastically describe what they are making in the sandpit. Young children confidently pour from containers as they transfer the mixture to build and make shapes. All children are developing the skills they need for their move to school. The childminder constantly praises the children for their efforts, helping to build their self-esteem.

Children behave very well. They use good manners and share equipment with each other. This is evident when children share the outdoor resources with babies, who confidently sit in between their friends as they play. Relationships are well established and support children's emotional needs particularly well. Babies settle quickly when they start. They receive praise and cuddles and are supported throughout the day. Children know the routine of the day. For example, when the childminders begin to sing a familiar song, children know it is time to stop and come together for circle time.

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

- The childminder, her co-childminder and assistant share ideas and discuss activities so that the curriculum for children is planned around their individual needs and interests. The learning environment is well resourced, inviting and welcoming. Children follow instructions well. They are encouraged to help tidy up their toys when they have finished playing with them. The childminder praises them as they help sweep the garden after sand play.
- The childminder promotes children's communication and language well. She talks to children and asks questions that encourage them to think. She focuses on promoting children's language, with a focus on an enjoyable and engaging story time. Babies and older children show a very keen interest in books and stories. The childminder uses every opportunity to look at books. Children snuggle up as the childminder reads them a story, and children eagerly take books outdoors. Children's early reading skills and a love for reading are very well promoted.
- Children develop independence from an early age. They use their personal skills

successfully, for example when pouring their drink at snack time and when putting their shoes on. Children learn to take care of their own safety. For example, they learn how to carry resources and negotiate the space. Children learn to show respect and kindness and develop early friendships with each other.

- Children's good health is promoted well. They benefit from freshly prepared nutritious meals based on their dietary requirements. The childminder helps children to understand the benefits of eating healthily.
- Parents comment very positively about the childminder. They say that the childminder, co-childminder and assistant work really well together. They plan interesting activities and outings that support children to make good progress in all aspects of their development. Parents say that their children cannot wait to attend each day. However, the high levels of communication could be slightly improved by making sure all parents are clear of who their key person is.
- The childminder is focused on continually improving the quality of the setting. Together with her co-childminder and assistant, they reflect effectively on the overall effectiveness of what they are providing for children. They gather feedback from parents and children and use this to identify improvements. The childminder works well with her co-childminder and assistant to provide a consistent approach to children's learning. They have regular meetings and use assessment well to inform each other and parents of children's achievements while in their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places high priority on keeping children safe. She frequently updates her training so that her safeguarding and first-aid knowledge are up to date. The childminder has a secure understanding of what to do should she have concerns about a child. She is familiar and confident with how to report any concerns or allegations to the appropriate professionals. She works closely with her co-childminder and assistant to regularly check the environment, both indoors and outdoors, and remove any identified hazards. This helps to provide a safe environment for children to play.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- continue to improve the existing good systems for communication, to further enhance effective information-sharing with all parents.

Setting details

Unique reference number	2514293
Local authority	Hammersmith & Fulham
Inspection number	10207854
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 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Hammersmith and Fulham. She offers her service from 8am until 6pm, Monday to Friday, throughout the year. The childminder holds a relevant childcare qualification and works with a co-childminder and an assistant.

Information about this inspection

Inspector

Catherine Greene

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder, co-childminder and assistant and assessed the impact on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to parents and took account of the views of written feedback provided at the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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