

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

Children receive a warm welcome from the friendly and caring childminder. She knows how to create a calm and relaxing atmosphere in the setting. This helps older children and babies to feel at ease and settle in quickly. Children enjoy their time in the childminder's care and demonstrate a positive attitude towards their play and learning. They are happy, settled and developing the skills they need in readiness for their move to school. Children's individual and collaborative creative work is on display throughout the setting. The childminder emphasises the importance of this in recognising children's efforts and building their sense of pride.

Children demonstrate their physical skills as they safely manoeuvre toys and resources from inside, out to the garden. The childminder talks to young children about the process involved as they set up the sandpit. The childminder knows the children well and gathers relevant information about what children know and can do from the time they start. She uses this information, alongside her own observations, to provide opportunities that help develop children's next steps in learning.

The childminder teaches children about the importance of being kind to others. Together with her assistant and co-childminder, they provide clear explanations to help children recognise what is acceptable and unacceptable behaviour. Children make friends with their peers. They talk to each other and share experiences together. For example, children work successfully together to mix, make shapes and transport in the sand.

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

- The childminder ensures the curriculum builds on what children know and can do. She has high but realistic expectations of what children can achieve. Children are keen to have a go and relish a challenge. They enjoy learning new skills and persevere in tasks, well supported by the childminder.
- The childminder provides children with enjoyable opportunities to use their home languages as they play. She widens children's current experiences from home to support their learning. For example, together with her co-childminder and assistant, they take children on many outings to parks and places of interest to extend their exploratory skills and to learn about the world around them.
- Children enjoy being physically active outside. They learn to use tools such as spades and rakes in the sand. Children develop their hand-to-eye coordination as they carefully scoop sand into different-sized containers. The childminder uses these opportunities well to teach children the names of shapes. She introduces early mathematical concepts, such as comparing different patterns, sizes and shapes. The childminder skilfully introduces vocabulary associated with

the children's play.

- The childminder provides a good balance of free choice and adult-led activities for all age groups. Babies and toddlers have opportunities to develop balance and coordination as they practise their early crawling or walking skills. Older children enjoy making patterns and attempt complex puzzles. The childminder uses language well to promote children's problem-solving and communication skills. However, at times, during preparation for lunch, the organisation means that young children wait too long seated in their chairs with nothing to occupy them.
- The childminder closely monitors children's individual sleep patterns, dietary needs and feeding routines, which she shares in detail with parents. All children build secure attachments with the co-childminders and assistant and show they are happy to explore their surroundings.
- Children are independent in managing their self-care needs. For example, during mealtimes, they learn to hold a serving spoon and place food onto their plate. Older children put on their shoes in readiness for outdoor play. All children gain the necessary skills they need for the next stage of their learning.
- Parents are highly complementary about the care their children receive, including the friendly and warm atmosphere. They welcome the regular updates from the childminder via the diary and the daily verbal feedback. They say they enjoy seeing children repeating things at home which they have learned with the childminder.
- The childminder has regular meetings with her co-childminder where they discuss their key children. They welcome the training opportunities and support from the local authority early years coordinator.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding procedures and her role to keep children safe. She recognises the importance of making timely referrals to get children and families help and support where required. Daily safety checks of the premises and outings help to identify and minimise potential hazards to children. The childminder helps children learn how to keep themselves safe, for example in the garden and in the event of a fire. The childminder, co-childminder and assistant have a shared responsibility and commitment to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of transition times, particularly to support the younger children and babies so they do not have to wait too long with little to occupy them.

Setting details

Unique reference number	2514299
Local authority	Hammersmith & Fulham
Inspection number	10207855
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works with her co-childminder and assistant 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 qualified teacher status.

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 the premises 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 took account of the views of parents spoken to on the day and from 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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