

Childminder report

Inspection date:

20 September 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 thrive in this caring environment. The childminder is dedicated to making sure that children are safe and happy within the homely setting. There is a good range of activities and resources on offer to support the broad educational programme provided. Children especially benefit from the time that the childminder spends with them outside, taking full advantage of the learning opportunities the local parks offer. For example, children learn about how vegetables grow; they play in the sand and collect leaves now that autumn is here. They go on outings in the local area every day, rain or shine. Children develop good physical skills, and the home-cooked food provided is healthy and nutritious.

Children make good progress in their learning and development. They behave well at the setting. The childminder teaches children to share and take turns. Children respond positively to the childminder's gentle guidance. The childminder is skilled at distracting children when required. For example, she introduces a favourite book while children wait eagerly for their dinner, which quickly prevents the situation escalating. Children play together well considering their very young age, and they learn how to make friends.

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

- Children enjoy playing with the play dough. The childminder understands how children learn. For example, she explains that manipulating the dough is helping children to develop their small-motor skills, which will help them develop control and precision to support their early writing later on. Children learn about shapes and colours as they enjoy 'pat, pat, patting' and rolling the dough.
- The childminder is experienced and knows about child development. This enables her to assess children's progress accurately and ensure that the curriculum meets children's needs and interests and excites them. This means that children form positive attitudes to their learning.
- The childminder is very tuned in to children and knows them well. She works in very close partnership with parents to ensure that they are involved in any decisions regarding their children's care and education. This builds a high level of trust with the families, which has a positive impact on the continuity of care their children receive.
- Children learn to understand and regulate their emotions. The childminder reads children's moods well and is quick to intervene if needed. She is a good, calm role model for children. Very young children learn to show kindness to each other. For example, children kindly gave the purple play dough to their friends, because they know that it is their favourite colour.
- The childminding service is well organised. Children's safety is paramount. Children learn how to keep themselves safe. They understand to go down the

stairs with care, know to blow on their food when it is 'hot' and enjoy tidying up the playroom to keep it tidy.

- Children's physical development is promoted well. For example, they play with balls and practise golf when outside on their daily walks. Children enjoy demonstrating their poses, such as downward dog, that they are learning in their yoga sessions.
- The childminder has a passion for her work. She understands the importance of children's personal development, and the setting is inclusive. The childminder is keen to improve her practice to the highest level. She acknowledges that there is more to do to ensure that the curriculum is underpinned with further opportunities to learn about different cultures, people and families.
- Children's communication and language skills are developing well. The childminder interacts with children well and understands the value of talking to very young children. For example, she talks to them when out in the pushchair and during mealtimes, encouraging new words to add to their growing vocabulary, such as 'daal' and 'squashing'.
- The childminder has ensured that effective care practices are embedded into the daily routine. Children learn to wash their hands before meals. The childminder conducts nappy changes with great sensitivity, ensuring that children feel respected and cared for at every step, as she explains what she is doing throughout.

Safeguarding

The arrangements for safeguarding are effective.

The protection of children is of great importance to the childminder. She ensures that the home is carefully risk assessed and safe. The childminder uses cameras to ensure that she can see children at all times to check they are safe, such as when sleeping. Outings are well planned, and the childminder has a good knowledge of the local area and safe places for the children to play. The childminder understands the signs and symptoms that may cause concern about a child's well-being. She understands how to report concerns, and she has policies and procedures in place to support her should the need arise.

What does the setting need to do to improve?

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

- consider further ways to promote equality and diversity across the educational programme.

Setting details

Unique reference number	2564540
Local authority	Hammersmith & Fulham
Inspection number	10239125
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 1
Total number of places	6
Number of children on roll	1
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 operates all year round, from 8am until 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Penny Fisher

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- 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.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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