

Childminder report

Inspection date: 6 June 2024

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 ensures that all children feel welcome and included in her setting. She and her assistant are kind and responsive to their needs. This helps children to develop strong and affectionate bonds. They show that they feel safe and 'at home' within the setting. For example, children confidently fetch their personal belongings from the special boxes that the childminder has provided for each of them. The childminder and her assistant are positive role models. They offer lots of praise and encouragement to foster good behaviour. Children listen to their gentle guidance and behave well.

The childminder has high expectations for all children. She provides a broad curriculum, which helps to prepare them for the next stages in their development. For instance, the childminder teaches children to manage their hygiene and personal care. This helps to boost their confidence and independence in readiness for starting school. The childminder plans the learning experiences around children's interests, to promote their positive attitudes to learning. For example, the childminder recognises that children enjoy filling and emptying containers. Therefore, she provides lots of fun ways that they can explore this. The childminder plays alongside the children and skilfully extends their learning, such as by encouraging them to count and sort the objects.

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

- The childminder knows the children in her care well. She understands their stages of development and how she can support their next steps in learning. The childminder assesses children's progress regularly, to identify any gaps or delays. She works closely with parents to foster children's emerging skills and knowledge. Children make good progress from their starting points.
- Children benefit from a language-rich environment. The childminder talks, sings and reads to children throughout the day, to help build their vocabularies. She asks questions and gives them time to think and respond. Children demonstrate very good communication skills. For example, pre-school aged children discuss their interest in volcanoes, confidently using words such as 'erupt' and 'lava'.
- The childminder and her assistant are clear and consistent about the expectations for children's behaviour. They help children solve disagreements, such as by providing timers to support fair turn-taking. However, the childminder does not always consider how to help children understand their feelings and emotions, to promote their self-regulation.
- Children learn how to use a range of tools and techniques as they explore art and craft materials. For instance, the childminder teaches them different ways to use paint, such as printing and splattering. She talks to them about their pictures and shares their creations with parents. This helps children to develop

their creativity.

- The childminder promotes healthy lifestyles for children. This includes regular exercise and daily outdoor play. She provides nutritious meals and snacks for children and encourages them to enjoy a healthy and varied diet. Children show a developing awareness of their physical needs. For example, they comment that they need a drink of water after physical play.
- The childminder plans activities to develop children's understanding of different cultural and religious festivals. For instance, children create colourful cards for Fathers' Day. However, the childminder has not fully considered how to teach children about their similarities and differences to others, to further develop their understanding of diversity.
- Continuous professional development is important to the childminder. She ensures that mandatory training is up to date for her and her assistant, to help them keep children safe and well. The childminder brings in aspects from other training, to further enrich children's learning experiences. For example, a workshop on 'schemas' has helped her to support children's thinking skills more effectively.
- Parents describe how they value and respect the childminder. They state that their children are extremely happy and secure in her care. Parents share how they work together with the childminder, to support their children's development, such as promoting good eating habits and independence with toileting. They recognise her positive influence on their children's development and love of learning.

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:

- further support children's understanding of feelings and emotions, to help them begin to regulate their behaviour independently
- develop the curriculum relating to people and communities, to help children understand more about similarities and differences between themselves and others.

Setting details

Unique reference number	2653568
Local authority	Hammersmith & Fulham
Inspection number	10260233
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works in the West Brompton area in the London Borough of Hammersmith and Fulham. She provides childcare Monday to Thursday from 8am to 5pm, throughout most of the year. The childminder works with an assistant and another registered childminder. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the childminder.
- The childminder showed the inspector the areas she uses for childminding, she explained the curriculum and how the provision is organised.
- The inspector spoke to children and observed a range of routines and activities, to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also spoke to the childminder's assistant, to gather her views on the provision and help assess her professional knowledge.

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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