

Childminder report

Inspection date: 3 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children engage with variety of learning resources in this safe, welcoming and stimulating environment. They build strong relationships with the childminder and her assistant. Children are highly confident, articulate for their age and are extremely comfortable with the daily routine.

The childminder and her assistant are passionate about their work and are highly motivated to give children the best possible start in life. They have high overall expectations for children from the start, which are based on regular and precise assessments. The childminder and her assistant interact enthusiastically with the children. They provide running narratives about what children do and ask them questions to stimulate their thinking. In addition, they listen attentively to children and give them time to respond back. Children follow simple requests from the childminder and her assistant and they answer questions about recent outings to places such as the Natural History Museum.

Children have an incredibly positive attitudes to learning and are highly motivated to explore and learn. They have extremely active and engaging day, which supports their physical development well. The childminder and her assistant make good use of local parks, playgrounds, playgroups and outings, where children climb and take risks in a safe environment. The curriculum is broad and in scope. Children have access to a large variety of learning resources, to support their learning and development across all areas of the early years foundation stage. However, the childminder and her assistant do not always ensure that the interests and learning needs of all children are met during some small-group activities.

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

- The childminder establishes effective partnerships with parents. For example, parents are complimentary about how much they appreciate the two-way flow of communication in place. They say they receive detailed daily journals which include constant updates about how children are doing and their next steps.
- The experienced childminder and her assistant review and evaluate their practice well. They regularly seek views from parents, children and their local childminder hub so they can improve on support children receive.
- Books feature well in the curriculum and the childminder and her assistant lead inclusive and interactive reading activities. Consequently, children make good progress in communication and early reading skills from their starting points. Teaching strategies, such as using key words in children's first language as well as basic sign language, are used well to further support learning.
- The childminder and her assistant support children's understanding beyond their immediate family to promote diversity and tolerance. For example, they read

books where children develop an understanding that families can have two mothers present.

- Children build secure attachments with the childminder and her assistant. Their high care practices support children's individual needs. For example, they support children to use the potty with confidence. Children wash their hands as part of toileting routines and before mealtimes. The childminder provides praises for children's potty use. This supports children's self-care and positive image. Children's noses are wiped as necessary.
- The childminder and her assistant respond quickly and effectively to children's emotional needs and are always on hand with a reassuring cuddle when needed. Children's personal, social and emotional needs are supported extremely well. For example, when a child cries as a result of another taking away a learning resource, the childminder steps in immediately to give a reassuring cuddle to the crying child and explain to both children about turn taking.
- The childminder and her assistant give meaningful praise to children's excellent behaviour and individual efforts, supporting them to develop a highly positive sense of themselves. For example, 'that is excellent' and 'well done you' are used to praise children when they help serve snack to peers.
- The childminder and her assistant model high positive behaviour to children. This supports children to wait, share and take turns. For example, the childminder provides running commentary to tasks that she does, to set the expectation for children to follow.
- The childminder and her assistant read books to children and sing nursery rhymes to support children's speech and language development. Furthermore, they encourage parents to extend their children's learning at home. For example, they provide storybooks and story bags for them to share with their children in the home environment.
- Children articulate what they know well. Children sing an alphabet song with great enjoyment and action.
- Children are beginning to develop early mathematical knowledge, as they play cooperatively while buying and selling using the tills.
- Occasionally, childminder and her assistant do not consider children's individual interest and stages of development during story time. As a result, children quickly lose interest during a story as the childminder and her assistant have not considered how to differentiate this learning activity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of a wide range of signs and symptoms of possible abuse. She is confident in the procedure to follow if she has any concerns about a child's safety and welfare. The childminder has an up-to-date knowledge of wider safeguarding issues, such as exposure to extreme views, radicalisation and female genital mutilation. She is confident in the procedure to follow, if required, to act on any concerns. The childminder and her assistant maintain valid first-aid qualifications. The childminder implements a robust risk assessment which ensures

that children engage with play in a safe and secure environment. Although the childminder has failed to notified Ofsted about changes to people living at the childcare premises, she had a reasonable explanation and this was not considered as posing risk to children at the time of the inspection.

What does the setting need to do to improve?

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

- review the planning and teaching of group activities to ensure that they consistently support the learning needs of all children as well as possible.

Setting details

Unique reference number	EY246490
Local authority	Hammersmith & Fulham
Inspection number	10128406
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 February 2015

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Hammersmith and Fulham. There is no access to an outdoor area but there are suitable alternative arrangements for daily outdoor play. The childminder holds a diploma in home-based childcare at level 3 and works with an assistant, who is also her mother.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The childminder showed the inspector around the area of her home used for childcare. She talked about the different activities that are provide to support children's learning and development.
- The childminder discussed her evaluations of her practice and of children's learning with the inspector.
- Parents shared their views about the childminder in written references and letters. The inspector took their views into account.
- The inspector observed and discussed the quality of teaching with the childminder during activities and assessed the impact this has on children's learning.
- The inspector looked at a number of statutory documents required.
- The inspector discussed the provision with both the childminder and her assistant.

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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