

Childminder report

Inspection date:

20 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

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 display wonderful, secure attachments with the childminder. They settle quickly in their chosen activities and show that they feel happy and safe. Children thoroughly enjoy playing with the childminder. For example, the childminder pretends to cook and models how to use the pots and pans in the role-play kitchen. The childminder has high expectations for all children. As a result, children are motivated to learn and behave exceptionally well. Children listen enthusiastically to the childminder's instructions and have an eagerness to learn new skills. For example, young children delight in creating sand moulds. They develop their fine motor skills as they fill, pat and press sand into animal and shape moulds. They form extremely good relationships with their peers. From a young age, they demonstrate kindness and consideration. Children share resources without being asked and work together to negotiate the best way to transport play food to the pop-up tent. Children flourish in an environment where they are included and their ideas are highly valued. Children who speak English as an additional language are supported very well. This is because the childminder promotes communication, language and literacy in English and in their home language. Children eagerly join in with stories they know and demonstrate a positive attitude to books and learning new vocabulary, such as names of animals. They become immersed as they cuddle up to the childminder to listen to her read expressively both in English and in French.

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

- The childminder has a good understanding of how children develop and learn. From the start, she spends time getting to know the children. This enables them to form strong bonds with the childminder. Children have good opportunities to learn about what makes them unique and the diverse world in which they live. The childminder teaches children to be kind, caring and respect their differences. Children are confident and the childminder meets their emotional needs superbly.
- The childminder observes children as they play and monitors their achievements. She plans creative and exciting activities that children enjoy. However, she does not assess children's overall learning as well as she could, to help her precisely plan for their next steps across all areas of development. Despite this, children make good progress from their starting points.
- The childminder creates many opportunities to develop children's mathematical skills. For example, children become engrossed in creating dough snakes. They compare the lengths of their snakes and use words such as 'longer' and 'shorter', speaking both in English and French. The childminder strengthens children's early counting and number skills as she encourages children to count the different colour paints they use.

- Children learn to develop some good self-help skills. For instance, children attempt to put on their own shoes and independently explore their environment, making choices about what they want to play with. However, during some daily routines, the childminder does many things for the children that they can do for themselves. For example, children do not help to serve their own snacks or meals, or help to clear them away. In addition, children cannot easily reach tissues to clean their own nose or mouth. As a result, children do not routinely have every opportunity to develop their independence skills fully.
- Children have plenty of opportunities to develop their physical skills. Children ride and push wheeled toys. They learn to climb and crawl through a play tunnel. Children also enjoy regular visits to the local parks where they feed the ducks. Children learn about hygiene routines and are developing a good understanding of the importance of eating healthy food. They benefit from nutritious fruit snacks and freshly prepared home-cooked meals that the childminder provides.
- Parents are full of praise for the care, attention and flexibility the childminder provides for their children. They are more than happy to recommend the childminder's service to other parents. The childminder fully involves parents in their children's care and learning routines and encourages parents to continue their children's learning at home.
- The childminder reflects on her practice and values parents' views to help her make effective changes. Since the last inspection, the childminder has worked on creating opportunities for children to talk about their families and home lives. Consequently, children keenly share their home experiences and turn to the childminder for comfort and reassurance when they need support. The childminder is proactive and completes online research and participates in webinars to keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of how to keep children safe. She completes regular risk assessments to ensure her home is safe, secure and free from any potential hazards. The childminder has secure knowledge of the signs that a child may be at risk of harm. She shows good awareness of who to contact in the event of any concerns she may have about a child's welfare. The childminder completes regular safeguarding training to update her knowledge and skills. She teaches children how to keep themselves safe, both inside and when they are outdoors.

What does the setting need to do to improve?

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

- develop a more consistent approach in reviewing children's next steps precisely,

to help them make higher rates of progress

- provide further opportunities to extend children's independence to the highest level.

Setting details

Unique reference number	EY252633
Local authority	Hammersmith & Fulham
Inspection number	10134069
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 February 2016

Information about this early years setting

The childminder registered in 2004. She lives in Shepherds Bush, in the London Borough of Hammersmith and Fulham. The childminder provides care for children from 8am to 6pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector

Rubina Nijabat

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 inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors in the garden, and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation, on request.
- The inspector read parents' written comments about the childminder's practice and took these into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022