

Childminder report

Inspection date: 15 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The experienced childminder provides a home from home experience where children feel safe and secure. Children confidently explore the environment, making choices in their play and the childminder engages with them, supporting and extending their learning. The childminder has a lovely relationship with children and is very nurturing and caring of their needs. Children are pleased to see her when they arrive and they confidently go to her for cuddles and reassurance when needed. The childminder provides lots of praise and encouragement throughout activities, effectively supporting children's confidence and self-esteem. Children demonstrate that they enjoy being with the childminder and have a positive attitude towards learning.

The childminder has a good understanding of her curriculum and what she wants children to learn. She plans activities around children's interests and next steps in their learning to ensure all children make good progress. For example, as young children and babies are learning to stand and walk the childminder puts out busy boards on the wall to encourage them to pull themselves up further strengthening their muscles. The childminder teaches children about healthy lifestyles effectively. Children go on regular outings to parks, playgroups and music sessions and enjoy time spent in the large and secure garden. They learn about oral health and the importance of good hygiene procedures.

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

- The childminder closely monitors children's development and plans a range of activities based on what they can do and what they need to do next. For example, young children delight in exploring shape sorters and posting games to support their hand eye coordination.
- The childminder provides excellent support for children with special educational needs and/or disabilities. She works very closely with other professionals and parents to ensure all children's needs are met. She has implemented individual education plans and makes sure all children are making good progress from their starting points.
- The childminder is a good role model for positive behaviour. She sets clear expectations when children start and teaches the children to share and take turns with resources. As a result children are kind and respectful to each other.
- The childminder works closely with other childminders and the local authority. She regularly meets with them and shares any information to keep herself up to date with current legislation.
- The childminder has good relationships with parents and involves them in their children's learning and development. She has daily discussions with them and shares photos about the activities they have done each day. Parents are really

happy with the care their children receive and the relationship they have with her. The childminder values parental feedback, she collects regular questionnaires and encourages parents to share information about their child's development with her over the summer holidays.

- The childminder regularly reflects on her practice and looks at what she is doing well and what she needs to develop to further improve the outcomes for children. For example, she has recently reviewed how she presents her books to children, further developing their love of literacy.
- The childminder has completed a variety of training and stays up to date with her knowledge. She recently completed a course about improving children's learning through play. This has had a positive impact on her practice, as she now follows children's lead more in play and allows them to make more choices.
- Overall, the childminder does support children's communication skills and has introduced signing to support some children. She talks to children clearly and describes what they can see or are doing. However, at times, children do not have the opportunities to respond or develop their language skills further.
- The childminder has started to support children to develop their independence skills. However at times, she does small tasks for the children that they could try to manage themselves and does not always allow them to follow their own ideas.

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:

- make good use of all opportunities to consistently encourage babies' communication and language development through meaningful and purposeful interactions
- provide more opportunities for children to develop their independence skills and express and follow their own ideas.

Setting details

Unique reference number	EY271793
Local authority	Hammersmith & Fulham
Inspection number	10394828
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	3
Date of previous inspection	27 September 2019

Information about this early years setting

The childminder registered in 2004 and is based in Shepherds Bush, in the London Borough of Hammersmith and Fulham. She provides care Tuesday to Thursday from 8am to 6pm. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector gathered feedback from several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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 2025