

Childminder report

Inspection date:

27 September 2019

Overall effectiveness	Good
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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 childminder is affectionate towards the children and treats them with respect. She responds to their interests and individual care routines. The children form a close attachment to the childminder due to her warm and caring nature. This positive relationship helps children to feel safe and secure. The children are happy and confident in the setting. The childminder is a positive role model for them. During play, she models taking turns and says 'thank you' when they give her items. She praises children's efforts and positive behaviour; they beam with pride for having their successes acknowledged. This helps to build their self-esteem. The childminder fosters children's independence. Older children eat with very little support. They also move freely around the room, choosing the toys they want to play with. The childminder uses good teaching methods to support language development. She introduces new vocabulary at every opportunity. For example, she names shapes, fruits, vegetables and cooking utensils during play. Children learn about the world around them. They visit the local park and collect natural materials for artwork. The childminder supports early mark-making skills. The children show delight when making pictures for their parents.

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

- The childminder provides a range of good-quality resources which support children's learning and development. She places them at children's level to promote independence. There is a good selection of books which introduce the children to different cultures, songs and stories. However, these are not placed within children's reach.
- The childminder joins the children in their play to support their learning. Children remain focused for lengthy periods of time. The childminder is skilled in changing play strategies and resources to cater for each child's age and stage of development.
- Partnerships with parents and other professionals are excellent. Effective communication with parents at arrival and departure times ensures continuity of care. The childminder acts on information received from them. Parents have high regard for her. They feel listened to and a partner in their child's education. They praise the childminder for her kindness and for what she teaches the children. The childminder shares information about the children's development and seeks their input. This enables her to have a holistic view of each child's learning.
- The childminder reflects on her practice. She considers the resources available and speaks to parents about her provision. This ensures that her services remain relevant to the children in her care. The childminder has recently attended various training events. This has had a positive impact in many areas of her practice.

- To promote language development, the childminder names items during play, models sentences and ask questions to check understanding. As a result, the children name the toys they play with and put words together. They follow simple instructions and respond to simple questions. At times, the childminder carries out her own instructions before giving children time to respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of child protection. She can identify risks to children's well-being. She knows the correct procedures to follow to report concerns. The childminder attends child protection training. The premises are safe and secure as the childminder carries out daily checks.

What does the setting need to do to improve?

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

- allow children enough time to respond to questions and instructions
- strengthen children's early literacy development by making books available at all times.

Setting details

Unique reference number	EY271793
Local authority	Hammersmith & Fulham
Inspection number	10106464
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 December 2015

Information about this early years setting

The childminder registered in 2004 and lives with her family in Shepherds Bush, in the London Borough of Hammersmith and Fulham. She is currently not in receipt of funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Rosie Roberts

Inspection activities

- The inspector carried out conversations with the parents to seek their views on the provision.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at a range of documentation, including safeguarding policies, training certificates, Disclosure and Barring Service checks and children's learning journeys.
- During a learning walk, the inspector and the childminder talked about the rationale for the resources available and risk assessments.

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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