

Childminder report

Inspection date: 20 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder skilfully supports children in developing perseverance and a determination to keep trying. When children struggle with tasks such as fitting puzzle pieces together, she offers gentle verbal prompts rather than stepping in to do it for them. This approach allows children to experience success through their own efforts, boosting their self-confidence and resilience.

The childminder gathers information about children's likes and dislikes from parents and her observations. She uses this to carefully plan tailored activities to build on what they already know and can do. This makes learning both enjoyable and achievable. When children manage to pull toy fish off a fishing rod, they proudly exclaim, 'Did it!' The childminder celebrates their accomplishments by praising their efforts. This helps children recognise their progress and develop a positive attitude towards learning.

Children show kindness and behave well. The childminder is a good role model and creates meaningful opportunities for children to be nurturing. For example, children gently stroke the childminder's tortoise, showing care and respect for living things. When playing a game, the childminder demonstrates considerate behaviour by taking turns and supporting children to wait patiently. This helps children develop cooperation and empathy, supporting them to build respectful relationships with others.

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

- The childminder promotes independence by giving children opportunities to do things for themselves throughout the day. For example, she encourages them to put on their shoes and wash their hands without help. However, the environment is not fully organised to support independent choice, as the childminder selects and sets out only a limited range of resources. This reduces opportunities for children to make choices in their play and limits their ability to develop decision-making skills and creativity.
- Children are highly engaged in activities, such as playing with farm animals. The childminder knows children extremely well and uses their interests to help them develop skills. However, on occasion, the equipment used is not well suited to the children's needs, as it is too big. This hinders children's ability to practise and develop the intended skills effectively.
- The childminder provides safe, supervised opportunities for children to take risks. She encourages children to use the outdoor equipment to challenge themselves. For example, children delight in climbing the slide and rushing down it, laughing with glee. This helps children develop their balance and strength, supporting their overall physical development.

- Children learn new words rapidly. The childminder playfully supports language development while children play with small-world figures by naming different body parts. She narrates what the children are doing, matching words to their actions. She introduces new words while playing, and the children eagerly repeat these. Consequently, children expand their vocabulary and become more fluent in using language to share their thoughts.
- The childminder helps children identify and express emotions by using daily routines and play to talk about feelings. She asks questions like, 'What happened to make you sad?' She uses stories and pretend play to explore different scenarios and how people might feel in them. This supports children's emotional literacy, helping them understand their own feelings.
- The childminder adapts to each child's background and needs. She learns key words in children's home languages for children who speak English as an additional language. Children access books from the library that explore different cultures and abilities. As a result, children develop an awareness of others and gain a broader understanding of the world.
- The childminder supports children's health through safe and nutritious practices. She has completed allergy training and meets each child's dietary needs. Children visit supermarkets to explore real fruit and vegetables to help them become familiar with a variety of fresh foods. These routines help children learn healthy habits and support their well-being.
- Parents appreciate the childminder's communication with them. She shares regular updates on a daily basis and also informs them of their children's developmental milestones. She shares practical strategies, such as how to support potty training at home. This consistent communication helps support learning at home, ensuring that all children make good progress.

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:

- review the organisation of the environment to increase children's ability to make choices in their play
- strengthen the implementation of activities by ensuring that equipment used is appropriately sized for young children so they can fully engage with and benefit from the experience.

Setting details

Unique reference number	EY273802
Local authority	Hammersmith & Fulham
Inspection number	10380509
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	3
Number of children on roll	3
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Parsons Green, in the London Borough of Hammersmith and Fulham. She operates during term time from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The childminder spoke with the inspector about her intentions for the children's learning.
- The inspector observed the interactions between the childminder and the children and evaluated the impact on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read parents' feedback forms to gain their views on the childminder's service.
- The inspector held discussions with the childminder about her professional development.

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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