

Childminder report

Inspection date: 14 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children thrive at this welcoming, safe, home-from-home setting. They develop strong attachments with the childminder and her family. Children include the childminder in their play, sharing their toys with her. They are extremely fond of the childminder's pet cats and learn to handle them with 'gentle hands'. Children behave well and show respect for the environment and resources. They eagerly help to tidy away.

Children benefit from a well-organised environment, where they can engage in a range of exciting activities. They develop their problem-solving skills and resilience as they attempt to connect trains. The childminder supports children by encouraging them to look carefully at the different pieces, showing them how they connect, and offering words of encouragement. Children make good progress and are developing positive attitudes to learning.

Children have many opportunities to explore their local community. The childminder takes them to the park, and they visit the nearby church for rhyme and story time. These opportunities enable children to explore different environments. In addition, the childminder attends local playgroups, where children can play with others of a similar age. This supports their confidence in new social situations.

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

- The childminder knows what children can do and need to learn next. She regularly observes children and plans activities that interest them to support them to make progress. For example, children choose the cars to play with and confidently push them along the floor. The childminder provides a garage and encourages children to push them up and down, offering challenge and building on their fine motor skills.
- The childminder is skilful at using her interactions to build on children's learning in many areas of the curriculum. For instance, when children point to a picture of an elephant, she uses a range of mathematical language, such as 'big' and 'long', to further support their understanding. However, the childminder does not consistently reinforce children's understanding of mathematical concepts, such as sorting, shapes and counting.
- The childminder provides a range of different reading materials that children can access independently. They snuggle with the childminder as she reads to them. The childminder uses exciting tones and pauses at appropriate times to allow children time to look at the pictures. Children are developing a love of books.
- The childminder regularly reflects on her practice to identify areas for further development. She undertakes online training and attends webinars to keep her knowledge and skills up to date.

- The childminder has flexible settling-in processes and recognises the importance of children becoming familiar with her and their new surroundings. She seeks information from parents about children's existing routines and needs. The childminder uses this to support them to move into her care. As a result, children settle quickly.
- Parents speak very highly of the childminder. They praise the good level of communication and are happy with the progress their children are making. Parents feel assured that their children are always safe and secure when they are in the childminder's care.
- The childminder provides many opportunities to support children's independence. Throughout the day, she encourages children to choose what they want to play with and they excitedly bring out new toys. The childminder organises her routines well to support children to develop their self-care skills. For instance, children eat finger foods and drink from beakers independently.
- The childminder is committed to teaching children the importance of healthy lifestyles. She encourages parents to provide nutritious lunches and ensures that children have access to water throughout the day. Children have daily opportunities to be physically active and attend the park or play in the garden. The childminder teaches children about good hygiene practices, for example washing their hands before meals.
- The childminder supports children's imagination well. She engages in pretend play with the children, where they enjoy making 'cups of tea'. The childminder adds interesting items to enhance the role-play area to keep children interested. For example, children explore various pots, pans and other utensils.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to safeguard children and knows the local safeguarding procedures. She demonstrates a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. The childminder has clear policies and procedures in place to follow should she have concerns about the welfare of a child, or if an allegation is made against her or a household member. The childminder completes rigorous risk assessments of her home to ensure that any potential hazards are identified and removed.

What does the setting need to do to improve?

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

- make the most of opportunities to strengthen children's mathematical skills even further.

Setting details

Unique reference number	EY295357
Local authority	Hammersmith & Fulham
Inspection number	10258219
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	0 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 May 2022

Information about this early years setting

The childminder registered in 2006 and lives in Fulham, in the London Borough of Hammersmith and Fulham. She is available to care for children during term time from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Louise Drewett

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector took account of written and verbal feedback from parents.
- The inspector looked at relevant documentation and evidence of the suitability of persons living at the property.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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 2023