

Childminder report

Inspection date: 15 October 2019

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

Children are happy and settle quickly into the childminder's home. Their physical and emotional well-being is at the heart of this experienced childminder's practice. Children listen to the childminder and behave well. They show responsibility as they independently tidy up their toys when they have finished playing with them. The childminder follows the children's lead and supports them in making decisions about their learning through play. She has high expectations of what all children can achieve and plans a range of activities based on the children's interests. She is aware of how to build on what the children already know and provides them with opportunities to develop their imaginative skills. The childminder promotes a flow of information with parents to help support their children's learning at home. She provides parents with regular information about the activities children take part in and their achievements during their time with her. However, she does not always engage parents in their children's learning. The childminder supports children's acquisition of language well. She introduces new vocabulary when talking and singing with the children. Children have access to a range of books.

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

- The childminder networks well with other childminders in the local area. Together they visit local toddler groups and children's centres. As a result, children enjoy opportunities to mix in larger groups. This supports their social skills and helps them to develop a sense of their community.
- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. The childminder works collaboratively with other childminders to ensure she is well informed about any changes to legislation that affect her childcare business, to share good practice and exchange ideas. She proactively seeks out training that will support the well-being of the children in her care.
- The childminder skilfully models learning for children and uses their interests effectively to engage them in play. She uses praise and encouragement well to help children learn to explore their environment and resources. For example, children eagerly engage the childminder in playing tea parties.
- Children learn and develop across the areas of learning through well-thought-out activities. The childminder regularly checks what children know, understand and can do. She uses this information well to decide what children need to learn next. For example, the childminder chooses activities to develop children's small-muscle skills to support their pencil control for early writing.
- The childminder uses children's interests and her knowledge of the curriculum to extend their learning. For example, she skilfully asks questions about colours and numbers during a sticking activity. Children and the childminder count

together while they play. This boosts children's understanding of mathematical concepts and numeracy.

- Children have many opportunities to develop their early mark-making skills as they happily draw with pencils and crayons. They take delight in drawing around their hands and those of the childminder.
- The childminder has a well-resourced book area, with a variety of storybooks and factual books for the children.
- Children show good concentration as they engage with activities. The childminder observes children as they play. She supports their learning with skilled questioning. Children demonstrate a good range of vocabulary when they express their thoughts. They speak confidently and clearly.
- Children learn to manage their own self-care. They wash their hands before meals and after using the toilet. The childminder makes a range of home-cooked meals that are healthy and nutritious.
- Relationships with parents are strong, based on good communication. The childminder shares ideas and suggestions for home learning to support children's continual development. However, some opportunities are missed to encourage parents to add their contributions to children's assessments to extend children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good, secure knowledge of how to protect children from harm, and the procedures to follow if she has any concerns regarding a child's welfare. She is clear on her role and responsibilities with regards to keeping children safe. The childminder knows the procedure to follow should an allegation or complaint be made against her. She keeps her knowledge up to date. She reviews her policies and procedures regularly. The childminder thoroughly risk assesses her home and teaches children how to keep themselves safe.

What does the setting need to do to improve?

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

- encourage parents to contribute more consistently to ongoing assessments of children's achievements in learning

Setting details

Unique reference number	EY309437
Local authority	Hammersmith & Fulham
Inspection number	10106470
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 2005. She lives in Fulham, in the London Borough of Hammersmith and Fulham. The childminder operates Monday to Friday from 8am until 6pm, all year round. She offers funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector and the childminder discussed children's learning and progress.
- The childminder and the inspector completed a learning walk of the setting to understand how the childminder organises the curriculum.
- The inspector observed the childminder's teaching during activities with the children.
- The inspector looked at a sample of documents, including parents' feedback, safeguarding procedures and suitability records.
- A meeting was held between the inspector and the childminder.

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 2019