

Childminder report

Inspection date: 31 July 2023

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

Children thrive in this safe and welcoming setting. They settle quickly when they arrive and play happily with their chosen activities. For example, young children delight in going for a 'walk' and pushing dolls around the room in a pram. This supports their physical development effectively as they learn to move in different ways. Children use the available resources correctly, such as toy mobile phones. They pretend to call their family members and hold conversations with them. The childminder joins in and extends their learning by asking them questions. These opportunities enhance children's curiosity and imagination.

Children enjoy singing nursery songs and their requests are followed up. As a result, they are highly motivated. For example, the childminder responds well when children ask to sing one of their favourite songs. Children sing along enthusiastically and receive lots of praise and encouragement for their achievements. This helps to raise their self-esteem. It is evident that children are socially confident learners. They are friendly and interact well with adults. Children see good manners being modelled to them. For instance, they learn to say 'please' and 'thank you' appropriately. This has a positive effect on children's behaviour.

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

- The childminder is an experienced professional who enjoys her work with the children. She continues to provide good-quality care and education. This is because the childminder evaluates her practice well and makes positive improvements to benefit the children. For instance, since the last inspection, she allows children more time to process their thoughts and express their ideas. This has increased children's self-confidence.
- The childminder is highly consistent in supporting children to manage their feelings and emotions. She makes her age-appropriate rules and high expectations very clear to them, which promote a positive behaviour.
- The childminder promotes her professional development. For example, she has completed training which increased her understanding of how to work with children with additional learning needs. This benefitted children's concentration, particularly those who used to attend the setting. The childminder acknowledges that she needs to focus sharply on her training needs to teach younger children even more effectively.
- Partnerships with parents are a particular strength of the setting. Parents say that their children have formed a very close bond with the childminder. This contributes to their children feeling happy and emotionally secure. Parents also talk about the opportunities to discuss their children's progress, which helps to support their learning at home. The strong communication between parents and the childminder benefits the children well.

- The childminder plays alongside children to observe and assess their learning. This helps children to make good progress from their starting points. For example, she knows that children have an interest in numbers, which she supports by incorporating counting at every opportunity. As a result, children learn to count from one to 10 from an early age.
- The childminder is a good model of spoken English. She speaks clearly and introduces new words to help build children's vocabulary. Consequently, children's communication and language skills are developing rapidly.
- Children learn how to keep themselves healthy. For instance, they are encouraged to drink from their water bottle, which they access independently. This helps to keep children hydrated throughout the day. Children also receive gentle reminders to clean their hands before handling food. This contributes to children's good health and it reduces the spread of infectious illnesses.
- Children benefit greatly from warm interactions and cuddles with the childminder. They enjoy snuggling with her while listening to stories being read to them. Children show that they feel safe and emotionally secure.
- The childminder plans various outings to promote children's learning about the wider world. For example, she takes children to parks and playgroups to enable them to practise their social and physical skills. In addition, the childminder takes children to the local community garden where children experience planting, digging and free play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe. She knows how to identify the possible signs that a child may be at risk of harm, and how to report this to relevant agencies. The childminder keeps an accurate record of children's attendance to monitor for any concerns. The supervision of children is good. For example, the childminder encourages young children to explore the play areas always within her sight and hearing. The childminder has identified potential hazards to children in the setting. She makes these clear to children to develop their understanding of keeping safe.

What does the setting need to do to improve?

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

- focus sharply on professional development to enhance the teaching of the curriculum, particularly for younger children.

Setting details

Unique reference number	EY309992
Local authority	Hammersmith & Fulham
Inspection number	10301210
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 January 2018

Information about this early years setting

The childminder registered in 2005 and lives in the London Borough of Hammersmith and Fulham. She cares for children from Monday to Thursday, from 8am until 4.30pm. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the setting and explained how she implements the early years curriculum.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She observed the interactions between the childminder and children during activities.
- The inspector checked a variety of documents, including the childminder's suitability checks, training and first-aid certificates.
- Parents shared their views on the quality of the provision with the inspector, which were taken account of.

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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