

Childminder report

Inspection date: 15 January 2020

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 develop secure attachments with the kind and friendly childminder. They enjoy cuddles and laughs with the childminder and come to her when they need reassurance. Children demonstrate that they feel happy and safe in her care. The childminder is a good role model and the children behave well. The childminder provides clear boundaries for them. The children listen and follow her instructions. For example, they tidy up the toys and sit at the table in preparation for their snack. The childminder frequently praises children for their efforts and achievements; this helps to build their confidence and self-esteem. The childminder delivers a well-balanced curriculum. She follows children's immediate interests and promotes their learning through play. She plans a wide range of activities to support children's next steps. The childminder provides good interaction and appropriate time for children to become deeply involved in their play. For example, she encourages children's learning as they engage enthusiastically with mark-making activities. The childminder supports the children's communication and language skills well. She talks to children as they play together and asks questions to test their knowledge and understanding.

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

- The childminder skilfully interacts with the children, talking to them during activities to help them learn. She uses books well to capture children's interests and to reinforce learning. For example, when children show an interest in wild animals, the childminder introduces relevant books and talks about the difference between tigers and lions to develop children's knowledge.
- The childminder recognises children's individual interests and provides activities which motivate them to learn. However, the childminder does not fully consider how she can organise toys and resources to promote even more opportunities for children to be curious and independent during their play.
- The childminder is committed to her role and reflects on her practice. She links with other local childminders to share good practice and keep her knowledge up to date. However, she does not incisively evaluate practice to help her identify precisely how she can provide extra challenge to raise children's achievements even further.
- Children enjoy matching games. They match pictures with corresponding small-world toys. The childminder helps children to make links to their current experiences through these games. For example, when children pick up the 'traffic light' card, she connects it to their understanding of what the traffic lights do and why they change colours.
- The childminder supports children to develop their mathematical skills. She uses everyday activities to encourage children to use numbers and gives them the correct mathematical language to use. For instance, she asks them to count as

they play and uses words such as 'half' and 'more'.

- The childminder encourages children's independence and self-care skills in preparation for their move to school. Children put on their own shoes, manage their self-care needs effectively and help prepare their own lunch.
- A healthy lifestyle is promoted within the setting. Children are provided with healthy, homemade meals and know that they need to wash their hands at specific times throughout the day. Furthermore, children have frequent opportunities to enjoy fresh air and being active. They play in the childminder's garden and regularly visit local parks and a soft-play centre.
- Children explore the surroundings in which they live with the childminder. They go on outings to the local playgroup and places of interest. Children's benefit from mixing with other children and adults, and understanding their local community.
- The partnerships with parents are positive. Parents speak highly of the childminder and are complimentary of the service she provides. They comment on the friendly and loving environment created by the childminder. Parents have opportunities to share their views through questionnaires and regular discussions. The childminder knows the families well and maintains a daily exchange of information regarding children's care and well-being to ensure a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and she is familiar with the local procedures to follow should she have concerns about a child in her care. The childminder's home is clean and well maintained. She carries out thorough risk assessments that support her to keep children safe. She uses opportunities as they arise to increase children's understanding of safety. For example, the childminder guides children in how to use a knife safely to cut the bread. The childminder ensures that her statutory training is always refreshed, including first aid and safeguarding.

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 and layout of resources, to enable children to fully explore their surroundings and to promote independent learning even further
- use children's assessments to identify any gaps in teaching and to evaluate opportunities for higher levels of challenge for children during their play.

Setting details

Unique reference number	EY317623
Local authority	Hammersmith & Fulham
Inspection number	10073598
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	1
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Hammersmith and Fulham. The childminder operates Monday to Friday from 8.30am to 6.30pm, all year round.

Information about this inspection

Inspectors

Damiana Cornacchia
Ruth George

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The childminder and the inspector completed a joint observation of a planned activity and reflected on the learning experiences for children.
- The inspector discussed with the childminder how she organises her setting and plans the curriculum for children.
- The views of parents have been taken into account through written testimonials.
- The inspector spoke to the childminder about her professional development and how she evaluates her provision.

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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