

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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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 have a good relationship with the childminder, who has a warm and caring nature. Children are warmly welcomed into the setting and settle quickly. Children in this setting are able to make choices and the childminder supports this with kind words and effective encouragement. Children have good opportunities to develop their language and communication skills through their interactions with the childminder. For example, children are asked to share what they did over the summer holiday or weekend.

The children have access to a wide range of resources that are at their level, which encourages their independence further. Children are able to choose from a wide range of books and construction toys; this develops their decision-making and confidence. The children are given access to a curriculum that is child-led, providing enjoyable play and learning opportunities that keep the children engaged. Children are able to share and build on their own personal experiences through this. Children are able to develop their own understanding of the world and this is well supported by the childminder.

Children are given multiple opportunities to explore the outside environment and the different experiences this has to offer. Children gain experience of different museums and parks, enhancing their learning experiences.

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

- The childminder responds to the needs of the children in a caring and sensitive manner. When they come into her home, she provides them with engaging activities that are appropriate to their interests.
- The childminder supports the children's language development well. She introduces new language and helps them to pronounce words correctly in a sensitive and appropriate manner. The childminder narrates the children's play, asking them open-ended questions and giving them time to respond. The childminder skilfully manages to include all the children in social interactions, being mindful of the differing ages of the children. However, there are some occasions where this could be organised better.
- The childminder prioritises children's emotional well-being. She works closely with parents to help make any transitions and changes to the children's routines as smooth as possible. For example, she works closely with the parents to support toilet training within the setting and their home.
- The childminder reflects well on her own practice and ensures that she keeps informed of any developments and partakes in sharing ideas with other childminders. However, she does not always focus on developing opportunities to build on her professional development. This may further support her in

promoting her teaching practice.

- The childminder uses the children's interests to keep the children focused and ensures that she provides learning opportunities to enable them to achieve their next steps. For example, children engage with puzzles and blocks to further develop their understanding of colour and number. However, the childminder does not always use this opportunity to naturally develop children's mathematical understanding.
- Parents are happy with the quality of care and education their children receive. The childminder has regular face-to-face conversations to discuss children's progress as well as making photo books to capture moments from the day. These are routinely shared with the parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding practices and is well aware of the signs of abuse and the procedures to follow if she has any concerns. The childminder conducts risk assessments within her home and on outings to ensure that the children in her care are safe. The childminder acts quickly to report any concerns she may have, communicating any concerns with parents where suitable.

What does the setting need to do to improve?

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

- provide more opportunities to develop the children's mathematical knowledge through their play
- partake in professional development opportunities to further enhance the childminder's knowledge and elevate the quality of education.

Setting details

Unique reference number	EY349900
Local authority	Hammersmith & Fulham
Inspection number	10073879
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2007 and lives in the London Borough of Hammersmith and Fulham. The childminder provides care during term time only, from 8am to 6pm, Monday to Thursday. She is in receipt of funding for the provision of free early education for children aged two years.

Information about this inspection

Inspector

Sai Arunn

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector looked at a sample of documentation, including records of suitability checks and training.
- The inspector observed the childminder interacting with children.
- The inspector looked at letters and emails from parents.
- The inspector spoke to the childminder at appropriate times in the day.
- The inspector conducted a learning walk.

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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