

Childminder report

Inspection date: 4 September 2025

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

The childminder is a positive role model who sets clear expectations for behaviour. She explains boundaries in ways children understand and helps them follow rules. Children help her tidy up and take responsibility in looking after their environment. They are polite, respectful and behave well.

Children show that they enjoy their time with the childminder and feel confident and secure in her care. They settle quickly into this calm and nurturing environment. The childminder is responsive and tuned in to children, which helps them feel safe. This consistent support enables children to explore independently, make choices in their play and learn new skills. Children make progress across all areas of development.

The childminder knows children well. She gathers information about children when they start so she is aware of their needs and their developmental stage. She uses this information to plan a well-sequenced curriculum based on children's next steps and their interests. For example, she helps children to recognise and name their feelings and supports them to find ways to manage their emotions. Through stories and discussions, she encourages children to notice how characters are feeling and link this to their own experiences. This helps children to develop empathy for others.

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

- The childminder narrates children's actions during their play and everyday routines to help them develop their vocabulary. She repeats words so that children can understand what new words mean. However, on occasion, background noise from the television distracts children, particularly from focused activities. This reduces their ability to concentrate on and benefit from the broad language she uses.
- The childminder helps children develop resilience by encouraging them to try things for themselves. She offers gentle guidance and gives children time and space to solve problems independently. She motivates children to keep trying when challenges occur and celebrates their achievements when they succeed. This approach builds children's persistence and pride in themselves.
- The childminder is proactive in identifying and responding to children who may have special educational needs and/or disabilities (SEND). She monitors children's progress closely and makes appropriate referrals to other professionals when necessary. This ensures that children who may be at risk of delay receive timely support. All children are included and develop the skills and knowledge needed for the next stage of learning.
- Children benefit from the childminder's focus on independence as she

encourages them to manage everyday tasks for themselves. For example, she asks children to fetch their own shoes, shows them how to fasten them and supports them to practise until they succeed. This enables children to develop self-care skills.

- The childminder nurtures children's imagination by providing opportunities for role play and creative expression. Children enjoy pretending to cook meals in the play kitchen, care for baby dolls and act out real-life experiences. The childminder extends play by introducing new ideas and encourages children to build on their own storylines. This support enables children to express themselves and explore different roles.
- The childminder develops children's mathematical skills through playful interactions. She counts aloud before pushing trains down the bridge, encouraging children to join in and practise number sequences. She also introduces comparative language, such as 'biggest' and 'smallest'. This helps children build early understanding of counting and size.
- The childminder keeps her knowledge and skills up to date by attending regular training. She identifies areas where additional knowledge or skills would benefit the children in her care and chooses courses accordingly, such as learning strategies to support children with SEND. This ensures she provides high-quality teaching for the children in her care.
- Parents appreciate the regular updates they receive from the childminder about what their children have been learning and doing. They value the advice and guidance the childminder shares on how to support their children at home. This strong partnership helps children thrive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the impact of background noise, such as the television, to minimise distractions and support children to further develop their communication and language skills.

Setting details

Unique reference number	EY404349
Local authority	Hammersmith & Fulham
Inspection number	10399502
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2010. She lives in Fulham, in the London Borough of Hammersmith and Fulham. The childminder offers care Monday to Friday, from 7.30am to 6pm, all year round. She offers government-funded childcare.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector read parents' feedback forms to gain their views on the childminder's service.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and the impact of this on 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.

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