

Childminder report

Inspection date: 10 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

Children are cared for in a welcoming, comfortable home. They relate happily to the friendly, caring childminder and form strong bonds with her and feel secure in her care. Children benefit from consistent routines that support their well-being and help them feel safe and ready to learn. The childminder interacts with children as they play to support and enhance their ongoing learning and development.

Children benefit from a well-planned curriculum. The childminder focuses on promoting children's early communication, physical skills, independence, security, and confidence. For example, the childminder regularly takes children to local playgroups, where they develop social skills as they play with other children and learn to take turns and share. Children develop physical skills as they visit local parks and play areas, where the childminder helps them to build confidence as they learn to climb and balance on large equipment.

The childminder is responsive to children's individual needs, sensitively changing children's nappies and settling them to sleep. She follows consistent sleep routines that respect each child's individual needs and parental preferences. Children are confident to seek out the childminder for a cuddle, when they need a bit of reassurance.

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

- When children first start, the childminder gathers information from parents to identify what children already know and can do. She gets to know each child well and accurately identifies their next steps in learning. This ensures children swiftly settle into her care and benefit from the learning opportunities provided. Parents receive information from the childminder about their children's day. This includes the childminder sharing photos, messages and holding discussions with them daily. This helps parents to be included in their children's learning.
- The childminder monitors children's progress carefully. She swiftly addresses any gaps in children's learning. For instance, by planning experiences that support the development of their physical skills. As a result, Children make good progress from their starting points.
- Children demonstrate that they feel safe and settled in the care of this kind and nurturing childminder. Children show positive relationships with the childminder and like her to be involved in their play. The childminder is a good role model for children. As she plays alongside them, children learn about turn-taking. She praises children often for their achievements and supports them to gain good self-esteem.
- The childminder supports children's language skills well. She gets down to the children's level, helping them to sustain their concentration. She chats easily

with the children, providing commentary about what they are doing. Children who speak English as an additional language make good progress in their acquisition of spoken English.

- Children develop a love of books and enjoy stories. They listen with curiosity as the nurturing childminder reads them a story about various animals. Babies snuggle up to the childminder as they listen. The childminder points to pictures as she reads, supporting children to learn new words.
- The childminder provides children with a wide range of good-quality toys and experiences. However, the learning intentions for some planned activities are not always clearly defined. As a result, children become overwhelmed by choice and distracted from what the childminder is trying to teach them. This can limit opportunities for the childminder to fully support and extend children's individual next steps and sustain children's engagement.
- Children demonstrate that they are secure in their daily routines. For instance, following a singing session, they ask for bubbles because this is what they have learned to expect. This helps them to learn because they know what is happening next. It also helps them feel safe and secure.
- Children enjoy nutritious home-cooked meals every day. The childminder prepares food to ensure it is suitable for children's individual stage of development. However, meals are not organised to fully support children's developing independence. For example, she does not provide them with opportunities to learn to feed themselves.
- The childminder ensures that she keeps her statutory training up to date. She makes use of professional publications and websites to keep abreast of good practice along with support from a local childminding group. As a result, the childminder's knowledge is current and her practice informed.

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:

- refine the curriculum intent to target intentions for activities more precisely, maximising the impact on children's learning
- review the organisation of mealtimes to further support children's developing independence.

Setting details

Unique reference number	EY412601
Local authority	Hammersmith & Fulham
Inspection number	10399375
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	3
Date of previous inspection	29 November 2019

Information about this early years setting

The childminder registered in 2010 and is based in Olympia, in the London Borough of Hammersmith and Fulham. The childminder is open Monday to Friday, from 8am to 6.30pm, all year round, except for family holidays and bank holidays. The childminder offers government funded places for eligible children.

Information about this inspection

Inspector
Elizabeth Shack

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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