

Childminder report

Inspection date: 1 November 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder greets children with a huge smile and cuddles. They settle quickly and feel safe and secure in her company. Children behave well and the childminder models positive behaviour. She reminds them to share toys, take turns and models the language of please and thank you. The childminder promotes the importance of being independent. For example, children are encouraged to take their own shoes off and place them in a basket when they arrive.

Children are happy and engaged in the activities that are on offer. The childminder makes purposeful interactions with them as they play. For instance, as children role play 'shopping', the childminder models the names of the foods as children place them in their baskets. This supports their development in communication and language and extends their vocabulary.

The childminder has a clear structure in place for the day. Activities include playing outside, going on day trips, focused group times, free play, attending playgroups and enjoying mealtimes together. The childminder has high expectations and children respond well to her instructions. For example, they tidy toys away when asked and help prepare for the next planned activity. This clear routine helps to support children when they move on to nursery or school.

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

- Children enjoy playing with a range of instruments. The childminder sings songs to them, pausing to encourage them to join in. For example, she models the actions of 'Twinkle Twinkle Little Star' as children shake bells and tambourines and sing along with the words. This provides opportunities for children to engage in music making and song.
- The childminder enthusiastically shares books with children. She demonstrates this when she models the voices for the different characters in the story of 'The Gruffalo'. She asks the questions 'Where is the mouse?' 'What is he eating?' Children engage well, answering her questions. This supports children in developing a love for reading.
- There are clear routines in place for mealtimes and children are encouraged to practise good hygiene routine. For example, children are helped to understand the importance of independently washing their hands.
- Children demonstrate positive attitudes to learning and behave well. They respond to the childminder's instructions for putting the musical instruments back in the bag and getting the small table out ready for snack. The childminder uses positive language when managing children's behaviour. For example, she says, 'Thank you for waiting, it is your turn now.' This encourages children's patience and respect for each other.

- The childminder provides a range of opportunities for children to develop their large-muscle skills. Children visit parks and gardens where they can run, play games and climb. The childminder promotes the importance of exercise as part of a healthy lifestyle. She provides a range of healthy fruits to eat. However, the childminder does not always consider how she can extend children's thinking about the importance of eating healthily, to support children's learning even further.
- There are some opportunities for children to develop their small-muscle skills as they play. However, the childminder does not provide children with sufficient opportunities to develop the small muscles in their hands, to support their early writing skills. For instance, activities and resources available for supporting writing tend to be planned rather than being freely available for children to choose from in the learning environment.
- Parents are extremely happy with the childminder. Their children really enjoy coming and she provides an exciting programme of activities each day. Communication is good and they receive regular updates on their children's learning as well as ideas on how to extend this further at home.
- The childminder is very reflective and engages in a range of training opportunities to further enhance her practice. She keeps up-to-date assessment records and shares these with parents on a regular basis. She is part of a childminding network, enabling her to share good practice and further develop professionally.
- There are many opportunities for children to learn about the wider world through trips to museums and farms. The childminder teaches children about a range of religious festivals throughout the year. For example, she shares books about Diwali and takes children to China Town to celebrate Chinese New Year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of daily risk assessments to ensure children are safe in her home. She teaches children about road safety while out on trips. The childminder has robust procedures in place for reporting on accidents and incidents. She recognises the signs when a child may be at risk of abuse and understands her duty to report on any concern she may have. The childminder understands the importance of the safe preparation of food and has engaged in food hygiene training.

What does the setting need to do to improve?

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

- provide a wider range of opportunities for children to develop and extend their small-muscle skills

- extend opportunities for children to discuss the importance of healthy eating as part of a healthy lifestyle.

Setting details

Unique reference number	EY435817
Local authority	Hammersmith & Fulham
Inspection number	10231806
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	1 to 1
Total number of places	3
Number of children on roll	2
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2011. She lives in Fulham in the London Borough of Hammersmith and Fulham. The childminder offers care from Tuesdays to Fridays all year round from 8.30am to 5.30pm.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to and communicated with the inspector during the inspection. The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners to include those with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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