

# Childminder report

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Inspection date:

30 November 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are happy in this safe and nurturing environment. The childminder has a range of resources and children can choose what they would like to play with. She has a thorough understanding of children's developmental milestones and plans activities to support children in meeting them. Parents are happy and receive regular daily feedback along with written feedback on their children's learning and development. They say the childminder creates, 'a caring, fun atmosphere'.

Children behave well and the childminder supports them as they play. She shares books to remind children of appropriate behaviours and teaches children ways to deal with frustrations. The childminder forms close bonds with children and regularly offers cuddles to support children's emotional development.

The childminder shows passion for promoting children's physical development. She provides opportunities for children to visit parks and gardens so they can run, jump, throw, catch and kick balls. She promotes children's love for the world around them, by regularly visiting famous landmarks and museums. Children engage in autumn scavenger hunts. They use tick sheets to note when they locate conkers, acorns, pinecones and leaves. This further develops their knowledge and understanding of the world.

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

- The childminder offers children healthy home-cooked meals and fresh fruit snacks. She talks to children about the importance of a balanced diet as part of a healthy lifestyle. She uses resources to help children to understand the importance of oral hygiene. She models good hygiene practices, encouraging children to use tissues and cover their mouth when coughing.
- Children enjoy mark making using coloured pens and paint. The childminder talks to children to further support them with their mark making. She identifies their drawing of lines and circles and praises them appropriately. This supports children's next steps in writing.
- The childminder sings songs and uses numbered containers to model counting forwards and backwards from one to five. She uses five green bottles alongside the actual song. This supports children's concrete understanding of number and provides opportunities for practising counting.
- There are a range of books for children to self-select stories. The childminder enjoys sharing books with children. When sharing the story of 'The Gruffalo' the childminder emphasises the descriptive language of his black tongue, orange eyes and the purple prickles all over his back. This further supports children in developing new vocabulary. Children turn the pages and point to pictures. The childminder uses a range of questioning techniques to check children's

understanding.

- Children enjoy choosing what they would like to play with. Overall, the childminder supports their language acquisition well. However, at times, she needs to take more time to listen, observe and allow children to respond to her questions. This would allow children time to think and share their ideas.
- Children learn about diversity through looking at books, dressing up, playing with multicultural toys and tasting foods from around the world. The childminder encourages children to recognise and to celebrate their differences. For example, children enjoy looking at their different-coloured handprints. The childminder celebrates a range of religious festivals throughout the year.
- Children behave well and respond to instructions. The childminder models the language of 'please' and 'thank you'. Children engage and concentrate well in a range of activities and show curiosity and enjoyment.
- The childminder keeps her knowledge up to date through weekly educational webinars. She has a good understanding of the support on offer from external agencies to help support children with their individual needs. She is part of a childminding support network which provides opportunities to share practice. She works closely with parents to support the well-being of the children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of ensuring children are safe in her home. She carries out regular risk assessments within her home and before taking children 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 concerns she may have. The childminder understands the importance of safe food preparation. She attends safeguarding training regularly to keep her knowledge up to date.

## What does the setting need to do to improve?

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

- allow children more time to respond when asking questions, to help them share their ideas.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY448971                                                                          |
| <b>Local authority</b>                             | Hammersmith & Fulham                                                              |
| <b>Inspection number</b>                           | 10235842                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 20 January 2017                                                                   |

## Information about this early years setting

The childminder registered in 2012. She lives in Fulham, within the London Borough of Hammersmith and Fulham. The childminder operates Tuesday to Thursday, from 7.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder provides funded early education for children aged two years.

## Information about this inspection

### Inspector

Penny Harman

## 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 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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, including those with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector and the inspector sampled a range of parent questionnaires.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed children's assessment records.

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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