

Childminder report

Inspection date:

15 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel confident and at ease in the care of the childminder. They giggle happily as the childminder plays games, such as hide and seek, with them. Children talk confidently to the childminder throughout the day about their play or what they have been doing at home with their family. They have a warm relationship with her.

Children participate enthusiastically in the activities on offer and show good attention and concentration. They listen well to stories and engage enthusiastically in play. For example, children are really excited to work with the childminder to build a castle with building bricks. Activities such as this help children to develop their communication and team-working skills.

Children benefit from the high expectations that the childminder has of their communication and language skills. Children learn to interact confidently with others due to the constant high-quality two-way interactions that the childminder holds with them.

Children behave well, showing they feel safe and secure. Children respond well to the childminder's positivity. They beam with pride as the childminder praises them warmly or gives the children high fives when they try their best at something. There is a calm and positive atmosphere at the setting.

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

- The childminder knows the children in her care very well. She understands their interests and considers how to use these interests to plan activities to help children develop their learning. For example, when children are interested in princesses, the childminder encourages them to build a castle for the princesses out of blocks. Using children's interests in this way helps children to engage with new activities and broaden their skills.
- The childminder supports children to develop their communication and language skills well. She gets down to the children's level and talks to children using a range of vocabulary. She gives children plenty of opportunities to practise new vocabulary that they learn. She talks to the children about what they are doing and introduces new words to the children. For example, children compare two pictures in a book, and the childminder explains that they are 'similar'. This helps children to build their vocabulary.
- The childminder carefully considers what she would like children to learn for their personal, social and emotional development. For example, she teaches children to say please and thank you by modelling this consistently. She supports children to learn how to take turns through playing lots of games, such

as bowling, with the children. Developing skills such as these helps children to form relationships with their peers.

- The childminder supports children's physical development by ensuring that children get plenty of movement throughout the day. She plans opportunities for this outside, at the library or park, or within the home through plenty of physical activities, such as hide and seek or bowling. Children strengthen the small muscles in their hands through, for example, cutting their own fruit for snack. This means that children make good progress in their physical skills.
- The childminder has a good understanding of how to support children with special educational needs and/or disabilities (SEND). She builds links with professionals from the local authority and works closely with these professionals where appropriate to ensure that children receive the necessary support to help them achieve their learning goals.
- The childminder takes part in regular professional development opportunities to improve her practice. For example, she takes part in online learning to improve her understanding of the changes to the early years foundation stage requirements. This helps the childminder to keep her knowledge up to date.
- The childminder is able to explain children's strengths and weaknesses broadly. However, she does not always understand the specific steps that children need to achieve next to continue to make good progress. At these times, the childminder is not able to plan how to help children to achieve their next steps, so children do not progress as quickly in their learning journey.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to do if she has concerns about the wellbeing of the child. She understands what to do if an allegation is made against her. The childminder ensures that her safeguarding knowledge stays up to date by participating in courses organised by the local authority. She identifies risks accurately and takes steps to mitigate them so that her home is safe for children.

What does the setting need to do to improve?

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

- carefully consider the next steps for each child and plan how to support children to achieve these next steps.

Setting details

Unique reference number	EY474371
Local authority	Hammersmith & Fulham
Inspection number	10231865
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in White City, in the London Borough of Hammersmith and Fulham. The childminder works each weekday, throughout most of the year.

Information about this inspection

Inspector

Jenny Gordon

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 childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector held discussions with parents and took their views into account.
- The inspector held discussions with the childminder about their practices and procedures.

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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