

Childminder report

Inspection date: 1 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely atmosphere. On arrival, young children snuggle in for cuddles and settle quickly, showing that they feel safe and secure. The childminder takes time to speak to parents when children arrive. This helps to ensure that the transition between home and the setting is as smooth as possible.

Children build strong bonds with the childminder, who is kind and caring. She knows children well and plans activities to nurture their interest and inspire their learning. Children demonstrate positive attitudes towards learning as they explore child-centred activities. The childminder supports each child's learning and development and skilfully implements the setting's ambitious curriculum. She has high expectations for all children and uses timely assessment to inform her planning. This helps children to make good progress.

Children behave well. The childminder promotes good behaviour and speaks to children about the rules of the setting. This helps children to understand well what is expected of them. The childminder encourages children to make choices. For example, the childminder asks children what they want to do next. She ensures that she follows babies' non-verbal cues, which helps them learn that their views are valued.

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

- Young children develop a strong love of books. The childminder provides lots of opportunities for them to snuggle up with her and read together. Children also initiate spontaneous story time. For example, young children point to the book corner or bring a book to the childminder. The childminder is very engaging and follows children's choices consistently. This supports children's growing confidence.
- The childminder supports children's communication and language development very well. She introduces new vocabulary and links the meaning of words by demonstrating to children what they are. For example, she repeats the word 'banana' during snack time as children eat it. She sings plenty of nursery rhymes and makes up songs about daily routines to enhance children's language skills further. She is knowledgeable about strategies to support children who speak English as an additional language.
- Children receive good support to develop their personal, social and emotional skills. They learn to share space and resources and how to be respectful to each other. They are beginning to learn what makes them unique, as they explore their faces while looking in the mirror.
- The childminder designs a curriculum that fully promotes children's physical

development. Children learn to develop their small- and large-muscle skills as they explore their surroundings and practise their use of different equipment and resources. For example, they enjoy posting activities and sensory games during playgroup sessions. This helps to prepare children for the next stages in their learning.

- The children enjoy the wide range of healthy, nutritious food that the childminder prepares for them. She helps children to understand the benefits of healthy food on their bodies. However, the childminder does not consistently follow handwashing routines before eating. This does not help children to learn about good hygiene and how that supports their overall good health.
- Children benefit from regular trips to the park, zoo, museum and playgroups. They enjoy using public transport and listen to the childminder singing 'The Wheels on the Bus' during their journeys. These experiences help children to learn more about the world they live in as they become more familiar with the local and wider community.
- The childminder has a good understanding of what she would like children to learn. She evaluates her practice regularly and strives for improvement. The childminder undertakes all mandatory training, such as paediatric first aid. However, she does not make full use of professional development opportunities to raise the quality of education even further.
- Partnerships with parents are positive. The childminder regularly reports on children's progress and supports parents with learning at home. For example, she shares advice about supporting babies' and young children's self-feeding skills. The childminder speaks about having an 'open door' policy and encouraging parents to attend stay-and-play sessions as often as they can.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that may indicate that a child is at risk of harm. She knows what to do if she has any concerns about a child in her care. This includes what to do if there is an allegation against herself or any adult working with children. The childminder understands the importance of ensuring that she keeps herself up to date with the latest safeguarding practice. She has a good understanding of safeguarding issues, such as online grooming. The childminder regularly risk assesses the environment to make sure it is safe and suitable for children.

What does the setting need to do to improve?

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

- strengthen the consistency of hand hygiene practices to support children's understanding of the links between good hygiene and good health

- explore further professional development opportunities to raise the quality of education to an even higher level.

Setting details

Unique reference number	2595240
Local authority	Hammersmith & Fulham
Inspection number	10260230
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 1
Total number of places	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in the Hammersmith and Fulham area of London. She offers care Monday to Friday, between the hours of 8.30am and 18.30pm. The childminder offers funded places for two-, three- and four-year olds.

Information about this inspection

Inspector

Agnes Wink

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 childminder and taken this into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that it was having on children's learning.
- The inspector took account of the written views of parents.
- 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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