

Childminder report

Inspection date: 7 July 2022

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 values each highly. Children enjoy warm, close bonds with the childminder. She finds out about their home routines and interests to ensure that they settle well and enjoy activities. The childminder has high expectations of each child.

Children develop good creative skills. For example, they enjoy exploring the effect of paint on paper by using different brushstrokes to create pictures. Children gain good understanding of the world. For instance, the childminder takes them to the local farm where they see and learn about goats, pigs, sheep and ducks. The childminder teaches children about how things grow by planting and growing vegetables with children. Children behave well. The childminder would try to find out the cause for children's misbehaviour. She would help children to act in more positive ways. Children learn about difference. For instance, the childminder reads books to children about the different customs and traditions of different cultures. She talks to children about significant cultural events and celebrates these with them.

The curriculum is stimulating. Children learn useful skills in preparation for school.

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

- The childminder offers a broad base of interesting activities linked to the areas of learning. She gives children the right level of challenge in activities by basing these on what children need to learn next. Children make good progress.
- Children gain good physical skills. For example, they develop good throwing and catching skills as they play ball games with the childminder. Children learn to slide, jump and run by regularly using different equipment in the garden and at the local park. They learn effective small-muscle control through a range of creative activities, such as handling play dough and using paintbrushes to create pictures.
- Children learn to share and to take turns. For instance, the childminder takes them to local playgroups where children learn to share toys and resources with others. She plays simple turn-taking games with them.
- The childminder supports children's mathematical development well. For example, she uses mathematical language to describe size and shape, such as big, high and square, as they play with construction brick sets. The childminder sings number rhymes and songs where children learn to count.
- The childminder values working with parents. She uses different ways to keep them informed of children's progress, such as text messaging and daily conversations. The childminder works closely with parents to support children's learning at home, for example by helping children to do things for themselves.

- The childminder is keen to update her skills and knowledge. For instance, she attended a seminar on healthy eating for children under five years which led to greater understanding in this area. The childminder reads all information sent by the early years department of the local authority and Ofsted.
- Children have good communication, language and literacy skills. For example, the childminder uses pretend play situations to teach children new words, such as pretend doctors. The childminder teaches children words such as plaster, broken, heal. She sings songs and rhymes to children and reads stories to support their language development.
- The childminder helps children to gain a good understanding of good oral hygiene. For example, she visits the local dentist with children to talk about ways to keep teeth healthy. The childminder explains which foods are good for helping to keep teeth strong.
- Overall, children have good independence skills. For example, they learn to dress themselves by dressing dolls in clothes, and feed themselves at lunchtime. However, although the childminder responds readily to children's request for water, they do not have consistent access to get water whenever they feel like it.
- The childminder has begun to teach children about their emotions. However, she has not fully developed this area to help children to promote best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder views children's safety with great importance. She has a secure understanding of things to be alert to that might indicate that a child is at risk of abuse. The childminder knows the procedures to follow to report her concerns and keep children safe. She acts promptly to any signs that a child could be at risk to extreme ideas or behaviour. The childminder carries out regular risk assessments in her home to reduce the risk of accidents or illness.

What does the setting need to do to improve?

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

- consider more ways to enable children to freely access drinking water at times of their choice
- develop more ways for children to learn about and understand their emotions to support their well-being.

Setting details

Unique reference number	2572587
Local authority	Tower Hamlets
Inspection number	10239335
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	3 to 6
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. She lives in Stepney Green in the London Borough of Tower Hamlets. The childminder provides care for children Monday to Friday from 8am to 5pm all year round, except on public bank holidays. She accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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