

Childminder report

Inspection date: 13 December 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into this setting. The childminder adjusts the settling-in processes depending on individual children's needs. As a result, children settle in quickly and develop close and trusting relationships with the childminder. The childminder tunes into children's communication, both verbal and non-verbal. She respects their attempts at speaking, and joins in conversation with young children and babies. Children are confident to explore the environment and resources. They feel well supported by the childminder, returning to her for cuddles and reassurance when they need it.

The childminder creates positive and effective relationships with parents. She shares information so that children's needs can be quickly identified and supported. She carries out detailed assessments of children's learning and development and creates individualised plans to support their needs. The childminder finds out information relating to individual children's routines from parents. These are then consistently followed so that children feel safe and secure in the setting. Children make good progress in the setting. They learn new skills and develop their independence quickly, for example, with feeding themselves and trying new foods.

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

- The childminder provides effective support for children's communication and language. She reads stories, uses musical instruments and sings songs effectively. Children really enjoy learning action songs. Young children learn new actions quickly and the childminder uses these to support them during personal care to provide reassurance and familiarity.
- The childminder supports children's physical development well. She assesses children's physical skills and provides appropriate resources and activities to enhance them. For example, the childminder moves equipment so that there is space for children to crawl, and ensures there are resources that children can use to pull themselves up on.
- The childminder develops children's confidence, offering and respecting their choices. She provides opportunities for children of differing ages to play together and support each other. This helps older children develop empathy and younger children to learn new skills. During play, the childminder helps children learn to take turns and to use manners.
- Activities outside of the setting are taken frequently. The childminder takes children to explore local parks and other places of interest to help them develop their knowledge of their community and the world around them. Although there is some support for children to learn how to use information and communication technology safely, this is not consistently given to help all children learn.
- The childminder keeps children safe. She carries out risk assessments both

within the setting and when out and about. She provides a safe section of her garden for children to explore safely. Inside, safety gates and other equipment is used effectively to keep children safe.

- Children are provided with a wide range of healthy foods to try. The childminder works closely with parents to find out children's preferences. She shares information with them about their child's progress. Parents are well supported to continue their child's learning at home. The childminder receives excellent reviews from parents who comment on the support they and their children have received while in her care.
- Children learn about their own and each other's cultures and backgrounds. The childminder actively learns new words in other languages to use with children who speak English as an additional language. She creates opportunities and provides activities for children to learn about the festivals and beliefs of other children in the setting.
- The childminder has an accurate view of her setting. She knows areas of strength in her own practice as well as areas for development. She seeks professional development opportunities and undertakes specific training to improve her practice. She visits a drop-in centre for childminders to seek advice and develop her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed her own policies and procedures. These are shared with parents, and they help her to identify when there may be concerns about a child's health and welfare. She attends training regularly to keep her safeguarding knowledge updated. She understands issues such as female genital mutilation and preventing children being drawn into radicalisation. The childminder knows how to record any concerns that she may have, as well as how to report these and who to. She works closely with parents to make sure that children are being kept safe. The childminder meets all regulatory requirements with regards to the documentation that needs to be kept 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:

- teach children how to use information and communication technology safely, so that they can keep themselves safe both within and outside of the setting.

Setting details

Unique reference number	2583190
Local authority	Tower Hamlets
Inspection number	10251042
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 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Tower Hamlets, in the London Borough of Tower Hamlets. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays.

Information about this inspection

Inspector

Tracy Joyce

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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