

Childminder report

Inspection date: 22 July 2025

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

Children are warmly welcomed into the setting and have clear bonds with the childminder. They form strong relationships with the childminder, who is gentle and calm, understanding their individual needs, such as when they are tired or hungry. They feel safe and secure. Children thrive in this setting. The childminder has a wealth of knowledge and designs the curriculum to ensure she challenges children to make strong progress in all aspects of learning. For example, the childminder sets an ambitious activity with dry pasta and recycled materials. She supports children to further develop their fine motor skills, adjusting her interactions with their abilities. The childminder also guides assistants to ensure they are constantly meeting the children's developmental needs.

Children enjoy a range of learning experiences that develop and extend their learning experiences, understanding of the wider world and socialising them through a variety of ways. For example, they enjoy local trips to playgrounds, farms, playgroups and museums. Children genuinely behave well, the childminder sets boundaries, repeats words, such as 'gentle touching', to young children who express their frustrations physically. The childminder is a good role model, she consistently gives praise and recognition of positive behaviours, this promotes children's sense of achievement and cooperation.

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

- The childminder develops an ambitious curriculum that incorporates all areas of learning. For example, throughout the environment children have a range of opportunities, such as discovering insects, which developed from a park outing, to mark making with crayons and role playing with food, and more. The childminder uses her knowledge of the early years foundation stage to have high-quality interactions with children, ensuring she is meeting their developmental needs as well as their demands. Therefore, children make good learning and developmental progress.
- The childminder expertly promotes children's developing communication and language skills. She does this through story reading, circle time, singing and high-quality interactions woven throughout the day. The childminder pauses during rhymes, waiting for a response and seeing if children can join in with phrases. The use of props, such as a 'Five Little Ducks' glove or parachute, encourages participation and engagement. Children smile and wave their hands along to the music. However, the organisation of the indoor space, due to the high volume of stored resources, limits opportunities for children to move freely and be physically active. This reduces the potential for delivering a well-balanced curriculum that supports all areas of learning, including physical development.
- The childminder is able to evaluate the quality of teaching and can recognise

areas of improvement. She communicates with other childminders, not only to socialise the children but to share ideas. The childminder ensures her training is up to date as well as her assistants and seeks ways of implementing their training. The childminder understands her staff and offers support and teaching opportunities to enable them to develop and support the children in their care.

- Children benefit from healthy, nutritious snacks. The childminder keeps in mind safe eating, ensuring the children are closely monitored during mealtimes and the food is chopped, to lower any risks of choking. Children confidently select a range of healthy snacks and young children explore the different textures of food through touching.
- The childminder supports children's independence. For example, during mealtimes young children attempt to feed themselves with a spoon alongside using their fingers. The childminder promotes a 'can-do' attitude through play, for example encouraging children to try again when they attempt something, such as placing a baby in a buggy which keeps falling out. The childminder encourages the children to try again with effective communication to soothe their frustrations.
- Parents speak very highly of the childminder and the services she provides. For example, they say that the childminder cares about their children by checking in on them even when they are not due. She ensures the children have a wealth of experiences and opportunities, as well as how much progression their children make while at the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen curriculum implementation by reviewing how the indoor environment is organised to ensure children can move freely and engage in meaningful, well-sequenced learning experiences.

Setting details

Unique reference number	2721620
Local authority	Tower Hamlets
Inspection number	10398389
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 1
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. The setting is based in Bethan Green, in the London Borough of Tower Hamlets. The childminding service operates all year round from 8am to 6pm, Monday to Tuesday, 8am to 3pm, Wednesday to Friday, except for bank holidays and family holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tania Poulton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between staff/the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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