

Childminder report

Inspection date:

16 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder has low expectations for all children with a curriculum that lacks ambition. Although there are a few resources suitable for children, the learning environment, overall, is cluttered with age-inappropriate toys. However, children who are new to the setting generally enjoy their time with the childminder because some resources are available for play and exploration. For example, babies have opportunities to play with soft, squeaky toys and shakers. Older children enjoy playing with different-sized vehicles with the childminder joining in, creating car and engine sounds.

This said, the childminder does not fully understand how to promote children's learning through effective planning. As a result, children do not progress in their development as well as they could. The childminder's interactions with the children during play and learning are inconsistent. At times, she provides the children enough time to respond when she asks them questions. Additionally, when a child picks up a book, the childminder only reads a few words before moving on to another activity. Furthermore, many books are scattered around the room, making it difficult for young children to understand how to care for them and access them properly. This does not support the children's communication and language skills effectively.

Despite these weaknesses, the childminder speaks to the children with enthusiasm, warmth and kindness. She encourages them to learn about positive behaviour, such as playing together and sharing toys and resources. Children behave well and develop positive relationships with one another.

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

- Children participate in activities led by the childminder. For instance, she encourages babies to press buttons on interactive toys and look through picture books together. However, these activities do not consistently align with their interests or next learning needs. As a result, the children become disengaged, lose interest and move on to another activity. The childminder fails to reflect on the quality of her education and teaching practices. She has not prioritised her professional development to enhance her teaching and learning skills.
- The childminder's home is a safe and clean environment. She ensures that areas such as the lounge, kitchen and bathroom are risk assessed and suitable for children. However, the learning environment is cluttered and contains many unsuitable toys, especially for babies. The resources available for play are also not arranged in an attractive manner for the children. This disorganisation negatively impacts the play choices available to the children and limits their learning opportunities.

- Important records related to the childminder's setting, including the Ofsted registration document and children's detailed information, are not easily accessible for inspection. The childminder does not ensure that these and other records are available at all times to support the efficient organisation of her setting.
- Overall, the children are happy in their new environment. The childminder prepares settling-in routines that cater to the individual needs of the children. Children and babies look to the childminder for comfort and reassurance when they need it. However, the nappy-changing procedures are ineffective. The childminder does not clean the sofa after changing nappies or dispose of them properly. She fails to maintain hygienic practices, to support children's physical health.
- The childminder fosters positive relationships with parents from the outset and maintains them throughout their time at the setting. She has arrangements in place that keep them informed of their children's daily care needs. The childminder seeks advice and collaborates closely with other professionals, such as the early years advisor.
- The childminder listens to the children and follows their lead when selecting activities. She engages in role play with them, such as pretending to drink tea, and encourages the children to make tea for their visitors, which helps foster their imagination. Babies enjoy crawling confidently as they explore the play area. They stretch, reach and pull themselves up to stand, which supports their physical development.
- Children develop their physical skills through organised outings to local playgroups, libraries and parks. These outings also provide opportunities for children to socialise with others and connect with their local community.
- The childminder supports children who speak English as an additional language. She encourages them to use their home language during play by frequently repeating key words and phrases. However, she often mispronounces words, uses longer sentences and asks questions that the children do not have the vocabulary to answer.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement an ambitious curriculum that takes into account what children know and can already do, and what they need to learn next	20/10/2025
enhance professional development and focus more sharply on building on the quality of teaching	20/10/2025
improve the organisation of the environment to better meet children's needs and offer all children opportunities to make their own play choices and fully explore	20/10/2025
improve the organisation of records to ensure that they are accessible and available at all times	20/10/2025
improve the hygiene of children's nappy changing procedures, to prevent cross-contamination and the spread of infection.	20/10/2025

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

- introduce new vocabulary to children in a planned and targeted way to extend their communication and language development.

Setting details

Unique reference number	2742623
Local authority	Tower Hamlets
Inspection number	10418022
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 6
Total number of places	2
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Tower Hamlets. She operates all year round from 8am to 6pm, Monday to Friday, except on bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education.

Information about this inspection

Inspector

Rubina Nijabat

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 the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with parents during the inspection and took their views into account.

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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