

Childminder report

Inspection date: 13 January 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 settled and happy at this childminder's home and demonstrate that they are comfortable in their surroundings. They access the resources they want during free play and when they interact with their friends. The childminder works to ensure children experience a home-from-home environment. She ensures this ethos is shared by assistants working alongside her to deliver nurturing and collaborative care that meets children's needs.

The childminder knows the children in her care well. She develops strong relationships with children's families to ensure a two-way flow of information. When planning activities, the childminder thinks about what children know and can do, what they need to practise and what they need to learn next. For example, messy play activities include a range of elements to encourage children to explore, help them further develop their skills and provide new challenges. This supports children's confidence and helps them to make good progress in their learning.

The childminder has a strong emphasis on celebration. She and her assistants celebrate children's achievements throughout the day as they play and learn. They praise positive behaviour and children's kindness to one another. This supports children's understanding of positive behaviour. The childminder plans celebrations to mark cultural events throughout the year with food, crafts and opportunities to experience different customs. The childminder's positive attitude helps children to thrive and learn in her care.

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

- The childminder considers children's developmental stages and individual personalities when she plans for their learning. She knows children well and uses this understanding to incorporate their preferences into group activities. For example, messy play activities include opportunities for decanting between containers, mixing colours and creating artwork. This appeals to individual children, and they learn from each other as a group. This approach helps to engage children and maintain their concentration for extended periods.
- The childminder and her assistants speak gently and clearly to children. They describe what children are doing as they play to help children hear new words. Although the childminder repeats the words children say to reinforce their learning, there are further opportunities to add new vocabulary to start expanding children's verbal skills. The childminder explains clearly what is happening next to help children follow instruction. For example, when it is time to wash hands, the childminder or an assistant will speak clearly and mime handwashing. Children respond positively to this and follow instruction well.
- Children respond well to the calm and positive interactions between children and

adults. Adults interact with and speak to children at their level. Children hear regular praise for their efforts to share and take turns. The childminder uses opportunities presented by cultural events across the year to emphasise the importance of family, friendship and communities. This supports children's understanding of their own and other communities.

- Parents are extremely satisfied with the care and education they receive from the childminder. They comment that the childminder and any assistants she works with are patient and kind. They say their children get unique opportunities on trips out in the local area and to enjoy outdoor play. Parents are reassured by the childminder's secure understanding of healthy eating and how to manage children's food intolerances and allergies.
- The childminder communicates with parents using a range of methods. She provides daily updates in person when parents collect their children. She shares updates, information and photos digitally. The childminder shares periodic reviews, including the progress check at age two, with parents to help them understand how to support their children at home. This helps provide continuity of education for children in her care.
- Children respond well to a structured daily routine, which includes opportunities for active play both indoors and outdoors. The childminder and her assistants make good use of local parks, play groups, the library and museums to offer exciting new experiences to children. Children thoroughly enjoy the healthy, freshly cooked meals. The childminder ensures children sleep safely and their personal care needs are met. This attention to children's care and comfort means children can focus on their learning and play throughout their time with the childminder.

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:

- expand children's vocabulary by adding new words when repeating what children are saying to support their communication skills even further.

Setting details

Unique reference number	2758088
Local authority	Tower Hamlets
Inspection number	10349741
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 2
Total number of places	12
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2024 and lives in the London Borough of Tower Hamlets. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3, and she works with an assistant.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development and how she plans for their learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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