

Childminder report

Inspection date:

11 November 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are greeted with warm smiles and hugs from the childminder each day when she picks them up from school. The childminder listens carefully as children tell her about their day. She asks children questions, which they happily answer. The childminder knows the children she cares for extremely well and is able to talk to them about their individual topics of interest. Children feel safe and happy in the childminder's care.

Children behave very well. They use lovely manners and were happy to talk to the inspector and share their experiences. They spoke about their favourite toys to play with at the childminder's home, and the 'yummy' food she cooks. Children listen well and follow instructions. For example, they take their shoes off and wash their hands when getting in from school.

The childminder is skilled at adapting her practice to meet the needs of all children. For example, children have opportunities to use their home languages, as well as English, in their play and interactions. This has supported children's overall language development as well as helping them to feel settled and secure in the setting.

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

- Children enjoy their time with the childminder. They benefit from a range of enjoyable activities. For instance, children enjoy trips to the park, where they learn to develop their physical skills. They learn about how to lead a healthy lifestyle. The childminder explains the importance of making healthy choices as children eat nutritious, home-cooked food.
- The childminder knows each child in her care well. She uses information from parents and schools to get to know each child's individual interests and to plan activities, which they will find engaging. The childminder seeks out information around what children are learning at school in order to plan activities, which complement this learning. For instance, she sets up tasks to support and encourage children's writing skills.
- Children benefit from the effective partnerships the childminder has with their parents and schools. The childminder talks to teachers about the children's day and passes any important information on to parents. She understands the importance of sharing information to ensure that children's well-being and developmental needs are fully understood and supported.
- The childminder ensures that her environment is safe. She carries out daily safety checks to make sure that her home and resources are safe and fit for purpose. The childminder recognises the needs and behaviours of each

individual child in her care. She uses this information to effectively anticipate and prevent any accidents.

- The childminder has a positive attitude to improving her practice. She reflects on the success of her planned activities each day, identifying how she can improve them next time. The childminder uses feedback from parents and implements their suggestions. For example, she supports children with their homework, as she understands that they are often too tired to do this when they get home.
- The childminder develops children's understanding of how to keep themselves safe. For example, she teaches them about road safety. Younger children understand the need to hold her hand during the walk home from school. They are able to demonstrate the steps to take in order to cross the road safely.
- The childminder supports children's behaviour effectively. She has high expectations and reinforces these by explaining the rules for her setting to children. The childminder shares information around children's behaviour, and implements strategies and advice from teachers, where necessary. This supports a consistent approach to children's behaviour, which they understand.
- Parents speak highly of the childminder. They describe the warm and loving care she provides to their children. Parents appreciate the support and advice that the childminder has given them. They describe how she has flexibly managed the needs of individual children. For example, parents appreciate that the childminder has been able to support their children's language development in English and their home languages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes training to help to ensure that her safeguarding knowledge is secure. She knows how to recognise possible concerns in children's lives and understands how to report these to the correct professionals without delay. The childminder has adapted her health and safety procedures in relation to the COVID-19 pandemic to make sure that everyone in the home is kept safe and well. The childminder ensures that her home and the resources she provides are safe for children.

Setting details

Unique reference number	EY136972
Local authority	Tower Hamlets
Inspection number	10234621
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	5 to 7
Total number of places	4
Number of children on roll	2
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2003. She lives in Limehouse, in the London Borough of Tower Hamlets. The childminder offers out-of-school care during term time from 3pm to 6.30pm, Monday to Friday.

Information about this inspection

Inspector
Claire Hunt

Inspection activities

- This was the first routine inspection the provider 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 around the premises and discussed how she ensures that they are safe and suitable.
- Children told the inspector what they like to do when they are at the childminder's home and the inspector took account of their views.
- The inspector accompanied the childminder to pick children up from school and observed her interactions with children.
- The inspector spoke to parents during the inspection and took account of their views.

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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