

Childminder report

Inspection date: 10 May 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children receive warm and nurturing care from the childminder. This helps them to be confident and make good progress in their learning and development. Children are happy and safe in the setting and form strong attachments with the childminder. The childminder is highly attentive and responsive to children's needs. She offers a supportive and welcoming environment for children and their families. Children giggle and laugh together as they access resources the childminder provides for them. The childminder provides interactive story times to bring stories to life for children and help them to make connections in what they know.

The childminder offers stimulating activities based on children's individual learning needs and interests. She encourages children to talk about their feelings and emotions, which helps them to understand the impact of their actions on others. Children respond positively to this support and form strong relationships with each other, sharing resources and taking turns in their play. The premises are clean and tidy and the childminder places a strong focus on hygiene and cleanliness. For example, children clean their hands before eating their snack and sit at the table to eat their food. This contributes to children developing good hygiene and social habits.

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

- The childminder provides a well-planned transition process to help new children to settle in with ease. She welcomes parents into her home to ensure that children experience a sensitive separation period.
- The childminder welcomes families from all backgrounds and has a strong focus on celebrating differences and similarities. Children have access to diverse books and resources, which create opportunities for discussion and learning.
- The childminder knows what she wants children to learn and plans adult-led activities. She has a good understanding of how children learn and develop, and supports this with the resources she offers. The childminder makes learning fun and interesting to engage children. For example, children learn to throw sandbags inside hoops to develop their hand-eye coordination.
- The childminder plans adult-led activities throughout the day. However, she does not consistently extend older children's learning and thinking. For example, she does not help children to problem-solve when they struggle to transport water in a pot with a hole in the bottom of it. As a result, children give up trying.
- Through sensitive encouragement, the childminder supports children to understand rules and boundaries. For example, she reminds them that food needs to be eaten at the table. The childminder gets down to children's level to help them to understand what is being asked of them. She consistently praises and celebrates their efforts, which contributes to a calm environment.

- The childminder offers a well-resourced environment, which helps children to demonstrate a good level of engagement in their play. Children follow instructions and have a go at new challenges.
- Children attend stay-and-play sessions in the community. This helps them to develop their confidence in socialising with other children. The childminder takes children on regular trips to the local farm and library to offer children new experiences. She uses trips to the local park to help to promote children's good walking habits and offer them exercise to keep them healthy.
- Parents' feedback shows they highly value the service they receive. Parents say that the childminder works closely in partnership with them and that their children are happy in the setting. Parents appreciate the advice and support the childminder offers to help their children learn and develop.
- The childminder keeps up to date with developments in the early years by accessing training, including that offered by the local authority. She is a member of childminder support groups to help her to keep up to date with developments in her practice.
- Babies move independently, for example as they learn to crawl, pulling themselves up on furniture in readiness to take their first steps. The childminder responds warmly and affectionately to their babbling, which helps them to develop their language and communication skills. The childminder provides lots of cuddles and reassurance for children as they manage appropriate risks in their play.

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:

- support children more consistently to problem-solve for themselves in their play to develop their reasoning and thinking skills.

Setting details

Unique reference number	EY240444
Local authority	Tower Hamlets
Inspection number	10335102
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Tower Hamlets. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rehema Essop

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder took the inspector on a learning walk of her setting and explained her approach to supporting children's learning.
- A leadership discussion was held with the childminder.
- The inspector gathered some views from parents about the childminder and her setting.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of the education being provided and assessed the impact on children's learning.

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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