

Childminder report

Inspection date: 1 February 2023

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 benefit from a nurturing environment with plenty of enjoyable learning experiences. The childminder's warm approach puts children at ease. They develop affectionate bonds with her and are happy and secure in her care. Children show a strong sense of belonging as they make choices from the toys and resources. They begin to manage their own personal care needs as they go about their daily routines with the childminder. For example, they learn to feed themselves and clean their own hands and faces. Children enjoy healthy snacks and go on daily outings with the childminder. This includes visits to the local library, parks and toddler groups. They have plenty of opportunities for fresh air and exercise as they learn about their community and surroundings.

The childminder has high expectations for all children. She offers a broad and ambitious curriculum, which supports their all-round development well. Children are curious and energetic learners, they eagerly engage with the activities and resources. For instance, babies and toddlers delight in discovering how to operate buttons and switches, to create sounds and effects. They are proud and eager to share their achievements with others.

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

- The childminder ensures that all mandatory training is up to date, to help her keep children safe and well. She has developed good links with childcare professionals in her area, including other childminders. She explains how this helps her to share ideas for good practice, so that she consistently develops her provision.
- Partnerships with parents are strong. The childminder ensures that there is a regular exchange of information with parents to support children's care and learning. Parents state that the childminder provides a safe, warm and loving environment and develops 'beautiful bonds' with children. They appreciate the wide range of experiences that the childminder provides and comment on the rapid progress that their children make.
- In general, children show positive attitudes to their learning. For example, they are eager to explore a sticking activity and concentrate well as they learn to spread glue over paper. However, sometimes the childminder steps in to complete tasks for children, rather than encouraging them to work things out for themselves. This sometimes causes children to lose interest and give up.
- The childminder thinks carefully about the books she provides for children and how these will enhance their learning. For example, she uses a book about animals to encourage babies' speech sounds and to introduce toddlers to mathematical language. Children learn to love books and memorise repeated

refrains from their favourite stories. This helps them to build secure foundations for reading.

- Children have lots of opportunities to develop their hand-to-eye coordination. For instance, they fit pieces into shape sorters and puzzles, press buttons on interactive toys and turn the pages of books. The childminder provides pencils and paper, to encourage children's early attempts at making marks. However, she does not consider how babies and toddlers can explore this aspect of their development, in ways more suited to their ages and abilities.
- The childminder makes her expectations for behaviour clear for children from a young age. She uses gentle explanations to help them understand the routines and rules in her setting, and therefore, children listen to her and behave well. They follow instructions and are keen to help. For example, by tidying away after activities.
- The childminder values the cultural differences of the children and families that attend. She enhances her setting with books and resources that reflect the diversity of modern Britain. Children are enthralled by a book about different types of hair. They are excited to recognise their own hair types and discuss this with the childminder. Experiences such as this help children to respect the similarities and differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of a broad range of safeguarding issues. This means she is alert to the signs and symptoms of abuse, neglect and exploitation. The childminder knows what to do should she have any concerns about the children in her care. She understands the procedures to follow if there is an allegation made about her or a member of her household. The childminder maintains her home effectively to minimise any risks to children's health and safety. She undertakes daily checks to help ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- provide more support for children to develop their own ideas and ways of doing things
- ensure that children have opportunities to explore and practise making marks, in ways which are appropriate for their ages and abilities.

Setting details

Unique reference number	EY272018
Local authority	Tower Hamlets
Inspection number	10234755
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	6
Number of children on roll	2
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Tower Hamlets. The childminder operates her service Monday to Friday, from 8.15am to 5.30pm, throughout most of the year. The childminder holds an early years qualification at level 1.

Information about this inspection

Inspector

Sarah Crawford

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 provider and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the childminder's curriculum for children and how she organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view on request. This includes her paediatric first-aid certificate.
- The inspector took account of parents' written feedback. She also observed and spoke to children, to find out about their experiences with the childminder.

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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