

Childminder report

Inspection date: 3 August 2022

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 and babies settle well with this warm, welcoming and caring childminder. Babies use balls to roll back and forth, while older children use paints to create pictures. Older children show kindness to younger children during activities, showing care and concern. Children go to parks and attend playgroups and soft-play groups on most days. They have opportunities to meet with other children to socialise and learn in larger groups.

Children develop good communication skills. Babies babble and take part in story times and songs. Older children ask questions and problem-solve while they complete puzzles. Children engage well with the childminder and enjoy the range of resources that are available to them. Babies smile as they practise walking, holding on to a push-along toy. Older children are enthusiastic as they talk about Spider-Man. Children have access to the childminder's garden where they splash in the pool on warm days, play with a water tray and use climbing apparatus for physical play. The childminder supports younger children's routines by allowing them to sleep when needed. Older children are keen to help with everyday tasks, such as getting their chair for mealtimes and tidying away the toys.

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

- The childminder has a very sensitive approach towards children's individual needs and tailors the care she provides to ensure their needs are met. Children who need more time to settle can do so, and cuddles are always readily available. The childminder gets to know new children by working closely with their parents.
- The childminder provides a good range of resources. Younger babies have age-appropriate resources to help them to develop their physical skills. Older children enjoy role play as they make food in the toy kitchen and talk about their favourite foods. However, the organisation of resources does not always make it easy for children to choose what to play with, as they cannot always reach them independently.
- The childminder has a good understanding of each child's individual levels of development. She knows what children know and what they need to learn next in order to continually develop. The childminder bases her planning on the children's individual interests and how they like to learn. For example, for babies, she focuses her planning on providing physical activities to encourage them to begin to walk.
- The childminder adapts her language when she plays with the children, to suit their levels of understanding. She babbles with babies and repeats sounds, whereas with older children she asks questions and shares jokes. This helps children to develop their communication skills.

- The childminder has developed good working partnerships with the children's parents. Written feedback from parents shows that they strongly appreciate the relationships their children have with the childminder and how settled their children are in her care.
- The childminder promotes communication and language well. She actively listens to what children have to say and uses her skills to ask questions during conversations to help children think. The childminder is careful not to overwhelm children by asking too many questions. She reads regularly to children and sings, which helps to increase their vocabulary and understanding of new words. Children also independently choose from the varied books and talk about which ones are their favourites.
- The childminder manages her service well. She has clear policies and procedures in place to keep children safe, and these are communicated effectively with parents. The childminder keeps her skills up to date by attending courses with the local authority and online and networking with local childminders.
- The childminder provides nutritional meals for children and teaches them the importance of healthy food choices. Children enjoy fruit and choose from water or milk to drink.
- Children's behaviour is good. They show their understanding of the childminder's rules, and she encourages them to say 'please' and 'thank you'. She helps them to learn that some rules are in place to help keep them safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns and is aware of local safeguarding issues. The childminder keeps all the required documentation well maintained, and she ensures that her records are accurate. This helps to keep children safe. Safeguarding policies and procedures are implemented effectively to protect children from the risks of harm. The childminder regularly refreshes her knowledge in order to keep children safe.

What does the setting need to do to improve?

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

- find ways to enable all children to make independent choices about their play so that they make use of the full range of resources available to them.

Setting details

Unique reference number	EY279340
Local authority	Tower Hamlets
Inspection number	10231734
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	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Tower Hamlets. The childminder holds a childcare qualification at level 3. She offers her childminding services all day on Monday to Friday, all year round.

Information about this inspection

Inspector
Amy Clarkson

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 setting.
- The childminder and the inspector discussed the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector saw written feedback from parents and took account of their views on the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised.
- The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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