

Childminder report

Inspection date: 2 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the childminder's home, which has been thoughtfully equipped with a range of resources and opportunities for learning. They eagerly explore the environment and happily stop to say hello to the family tortoise and dog. They are eager to participate in singing activities, repeating well-loved songs and rhymes and confidently requesting firm favourites. The childminder has quickly learned the words to other songs to help the newest children feel at home in the setting.

Children learn about the world around them. The childminder skilfully uses what is around her to provide opportunities for learning. For instance, children observe shapes on a morning walk to the park and then excitedly discover more back at the house, learning new words such as 'circle' and 'round'. They regularly visit local parks and playgrounds, where they explore, investigate, and discover nature.

The childminder engages children in a range of activities to support their learning, which ensures all children make good progress from their starting points. Children develop a love of books. They take pleasure in listening to their favourite stories being read. This helps children to learn new words and understand new concepts such as sharing and turn taking. Children are offered lots of praise and reassurance. This develops children's confidence and self-esteem, which enables them to fulfil their potential.

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

- The childminder has an accurate view of the quality of her provision and strives to continuously develop practice in line with training and guidance from the local childminding network. There is a clear and well-planned curriculum. She plans activities that develop children's interests. The childminder organises her home and resources effectively to ensure that children can make choices about their play and learning.
- Children participate in daily walks in the local area with regular opportunities to crunch leaves in the park, jump and climb at the playground or visit different community groups to meet with local friends.
- The childminder has high expectations for all children. She praises them for their achievements and encourages children to empathise with others and build friendships. The childminder patiently repeats what the children need to do to show kindness to each other. In turn, the children interact well while learning how to play alongside each other. This supports children's personal, social and emotional development.
- Parents report a strong partnership which is supported by the childminder's responsive and reflective attitude. She is experienced in working with parents to

support and extend children's learning. Parents talk of a home-from-home atmosphere where children do not want to leave.

- The childminder provides a stimulating, loving and warm environment for children. They seek reassuring cuddles and happily climb on her lap to snuggle and read their favourite stories or play together with home-made games. A popular game is a puzzle that the childminder made during the COVID-19 pandemic when caring for the children of key workers.
- The childminder is very aware of the need to provide opportunities for children to develop language and uses running commentary alongside play. However, at times, children are not given enough time to hear a question and respond before another question is asked.
- Although the childminder is beginning to teach elements of safety awareness, such as road safety, there are limited opportunities to explore wider elements like online safety for older children.
- The childminder is supportive and works well with parents and other childcare providers, such as schools. She shares information regularly about children's development and care plans. The childminder also follows babies' routines from home and works closely with parents around transitions such as potty training. This successfully ensures continuity of care and opportunities to extend learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility in keeping children safe. She is able to explain the processes to follow if she is concerned about a child or if allegations are made against her practice. Training is updated regularly covering a range of topics, including wider safeguarding awareness and she is confident in recognising the signs and symptoms of abuse. She knows the importance of reporting concerns to the relevant body in a timely manner. Regular risk assessments are undertaken, resulting in additional measures to keep children safe where needed.

What does the setting need to do to improve?

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

- further support wider safety awareness such as online safety
- enhance opportunities for non-verbal children to participate in communication and language activities.

Setting details

Unique reference number	EY289473
Local authority	Tower Hamlets
Inspection number	10234838
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2004. She lives in Bethnal Green, within the London Borough of Tower Hamlets. The childminder operates her service on weekdays, from 8am to 6pm, throughout most of the year.

Information about this inspection

Inspector
Sarah Phillips

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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022