

Childminder report

Inspection date: 12 June 2025

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

The childminder provides a safe and nurturing environment, where children feel happy, settled and confident. She understands each child well and tailors her curriculum to meet their individual needs and interests. This helps children to make good progress in all areas of learning. The childminder supports children to learn important life skills and how to socialise with others. Children enjoy regular outings in the local community. They often visit museums, shops and parks. The childminder uses these experiences to help children to learn about the world around them.

The childminder considers each child's development, when they join her setting. She holds detailed discussions with parents and carers during the induction process. This helps her to understand what children can do and what they need to learn next. For example, when babies start, the childminder focuses on building their core strength and balance. This supports their physical development and helps them to learn to walk.

Children behave well. The childminder sets clear expectations, models good manners and promotes turn-taking. She values children's views, plans activities based on their interests and engages them in meaningful conversations. The childminder has strong relationships with families, which help children to feel secure and confident. She also teaches children about safety. For example, the childminder uses simple language and gestures, such as reminding babies not to put objects in their mouths.

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

- The childminder designs a curriculum based on each child's next steps in learning, using child-led play as a key approach. She skilfully follows children's interests, encouraging their independence and building their confidence. This responsive approach keeps children motivated, engaged and eager to learn.
- The childminder supports children's early literacy development effectively. She provides easy access to books and reads to children regularly, fostering a love of stories. The childminder further encourages children's interest in reading through activities, such as visits to the local library.
- The childminder actively supports children's communication and language development by engaging them in ongoing conversations and narrating their play. She introduces new vocabulary, such as the names of vehicles and various fruits, to help to expand their language. As a result, children grow into confident and capable communicators.
- Following the last inspection, the childminder has taken part in training to enhance her knowledge of supporting children's mathematical development. As

a result, she now weaves opportunities into daily routines for children to explore numbers, shapes, space and measure. For example, children complete puzzles with the childminder's encouragement and enjoy number songs. This has significantly strengthened children's early mathematical understanding and problem-solving skills.

- The childminder gently supports young children to make healthy choices and begin to understand how to look after their bodies. One- and two-year-old children enjoy plenty of physical play in the fresh air in the childminder's garden and on local outings. The childminder ensures that drinking water is always within easy reach, helping toddlers to stay hydrated as they explore and play.
- The childminder supports children to develop independence and responsibility. For example, she encourages children to use a step stool to reach the sink and wash their hands before snack time, as well as allowing them to select and serve their own snacks. This fosters children's confidence and self-care skills.
- The childminder has established strong relationships with local schools and collaborates with other settings children attend to address any gaps in children's development. She shares detailed information about each child's next steps. This enhances children's learning and ensures a smooth transition.
- The childminder fosters positive identity by celebrating diversity and teaching children about different cultures and beliefs. This encourages respect, empathy and confidence, and supports children's social and emotional development.
- The childminder regularly engages in play with children, such as role playing in the play kitchen or during reading activities. However, she does not consistently give children more uninterrupted time to practise their skills independently to develop their problem-solving and decision-making abilities.
- The childminder supports children's fine motor skills by offering activities, such as threading beads, play dough and puzzles. This helps children to develop their hand-eye coordination and muscle control essential for writing and self-care.
- The childminder attends all mandatory training and actively reflects on her practice. She works closely with local childminders and external professionals, seeking feedback to continually improve the provision she offers.

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:

- review interactions with children to enable them to consistently consolidate their learning through uninterrupted play.

Setting details

Unique reference number	EY335291
Local authority	Tower Hamlets
Inspection number	10398454
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	3
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Tower Hamlets. The childminder offers her service throughout the year, Monday to Friday, from 7.30am to 6pm. She holds a relevant qualification at level 3 and provides government funded childcare.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder and the inspector carried out a learning walk. They discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector considered the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector evaluated an activity with the childminder.
- The inspector observed the interactions between the childminder and children.

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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