

Childminder report

Inspection date: 11 September 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

The childminder creates a nurturing learning environment for children. Children feel happy, secure and valued. She successfully supports children's curiosity as they play and plans activities based on children's interests and next steps. This helps children to concentrate and remain engaged for long periods of time. This enables children to develop positive attitudes towards their learning and make good progress across the curriculum.

Children are confident and grow rapidly in their independence. For instance, the childminder provides resources, such as step stools, for children to climb on to access the sink to independently wash their hands. She encourages them to wash and chop their fruit and help to clear away after mealtimes.

Children enjoy a variety of opportunities to explore and investigate by using all their senses at this friendly setting. They focus intently as they hunt for minibeasts using a magnifying glass in the spacious and enclosed garden. Children show very high levels of concentration as they carefully follow the childminder's instructions and count how many legs the minibeasts have.

Children benefit from learning about developing healthy attitudes. The childminder teaches children about dental hygiene and the importance of eating healthy food, such as fruits and vegetables. In addition, children enjoy daily yoga sessions that help them stay active and support them to manage their emotions well. This supports children to demonstrate consistently good behaviour.

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

- Overall, the quality of the education is good. The curriculum is well planned and sequenced for all children. There is a strong focus on learning through the planned environment the childminder creates. This supports all children to make good progress from their starting points.
- Children develop their physical skills well. The childminder plans good opportunities for children to practise developing their core strength and coordination skills. For example, they attend soft-play centres, where they are encouraged to take appropriate risks, such as jumping from a reasonable height, balancing and negotiating space safely.
- Children build strong bonds with the childminder, who is caring and calm. She models how to be respectful and use good manners. She encourage children to play cooperatively together. Children's behaviour is good.
- The childminder plans good learning experiences to support children's mathematical development well. Children learn the value of numbers and learn to match the correct quantity of objects to different numbers. They have access

to resources and activities that enable them to learn about measure well. For example, children use the weighing scale in the sand area to measure and compare how heavy or light an object is.

- The childminder prioritises developing children's language and communication skills. She provides children with new vocabulary and asks questions. She also supports children to expand on their ideas or to think critically during discussions and activities. This helps children, including those who speak English as an additional language, to make good progress with their language and communication development.
- The childminder supports children to develop their knowledge about the world around them well. For instance, children benefit from visiting local fire stations and learn about how the firefighters help to save lives. They also learn about sustainability and regularly visit the local recycling plant. This helps them develop a sense of responsibility, particularly as they take materials they have to be recycled.
- The childminder develops good partnerships with external professionals and parents. She understands the importance of creating a consistent approach towards support for children's learning. Parents speak positively about the childminder and value the information shared with them to support their child at home with their learning. They compliment the progress their children have made since starting.
- The childminder's assistants speak highly about the support she provides to continually further their professional development. However, the childminder does not focus professional development opportunities precisely enough, for example developing the teaching of literacy skills. The childminder's eagerness for children's progress results in her occasionally introducing concepts, such as letter recognition, before children are developmentally ready. This means that, at these times, children are not able to engage as well as they could.

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:

- focus professional development opportunities on raising knowledge and understanding further, with particular regard to developing children's early literacy.

Setting details

Unique reference number	EY378786
Local authority	Tower Hamlets
Inspection number	10351695
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Isle of Dogs, within the London Borough of Tower Hamlets. She operates all year round, from 9am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification for childminding at level 3. Her assistant holds an appropriate qualification for childminding at level 2. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- The inspector considered written feedback from parents.

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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