

Childminder report

Inspection date: 11 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is welcoming and friendly. Children are happy in her calm, nurturing home. They feel safe and secure. Children have a warm relationship with the childminder. She promotes children's sense of belonging and emotional well-being. Children seek comfort and reassurance from the childminder when they feel sad. She encourages children to have good manners, and they are respectful, kind and follow instructions. The childminder encourages younger children to tidy up by singing nursery rhymes. Children pat themselves on the shoulder when they achieve a goal. They develop positive attitudes to learning.

Children confidently explore the resources on offer to help support their learning. The childminder motivates and challenges children through their play. For instance, she encourages children to count and point to objects in the home. She introduces mathematical concepts, such as 'big' and 'huge', while they play. Children behave well. For example, they learn to share and take turns while playing. The childminder has high expectation for all children. Children are eager to learn new skills and respond positively. They enjoy chatting during mealtimes and have ongoing discussions at group times with the childminder.

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

- The childminder knows the children well. She has a good system to monitor children's development. She also uses observations to identify children's next stage of learning. The childminder tracks children's progress closely. She shares information daily with parents about their children's achievements.
- Children enjoy playing with play dough, making marks with crayons and pencils and using cutters to make different shapes. They pull the play dough to explore the texture. This helps to develop the muscles in their hands in preparation for writing. The childminder asks what colour the play dough is and the children correctly say 'green'.
- The childminder plans regular trips to the park and the farm. However, younger children do not always receive enough physical play throughout the day to release their energy.
- The childminder has good partnerships with parents. She works with parents to help children make good progress in their learning. Parents say that she is a good role model and that they 'feel like family'. The childminder communicates with parents via an app and sends photos and videos of their children's learning.
- The childminder helps to support children's healthy lifestyles. Younger children learn to wash their hands before mealtimes. They enjoy drinking water from their beaker. However, on occasion, children are not given the opportunity to be independent, for example to wipe their nose and place the tissue in the bin.
- The childminder has a good understanding of the importance of maintaining her

professional development. She evaluates her practice on an ongoing basis. She recognises the importance of including parents in the process and takes their views into account.

- The childminder teaches children to embrace others, including their differences and similarities. She gives children opportunities to celebrate other cultures in the setting.
- Overall, children's language development and communication skills are progressing well. This includes children who speak English as an additional language. Children listen to stories and show their knowledge of the characters. They repeat words they know and new words, such as 'hippopotamus'.
- Children develop their creativity, imagination and small-muscle skills well. They use a pretend knife to cut wooden fruits and vegetables in half and then place them in a bowl in the role play area.
- The childminder offers a range of learning experiences. For instance, she guides children to put together a large farmhouse and animal stalls. Children enjoy naming and counting the animals.
- Children know what they like and express their wishes and ideas. They say what song they want to sing and the book they want to read. Children enjoy playing with objects and completing six- and nine-piece puzzles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to protect children. She keeps accurate information about their attendance. She is aware of a wide range of safeguarding issues that affect children. The childminder does not allow children's photos to be taken by anyone. She is aware of the local safeguarding procedures and knows where to report any concerns she may have about children's safety. The childminder also knows who she should contact if an allegation is made against her or a member of her family. She carries out regular checks of her home and the garden. This helps to provide a safe environment for children.

What does the setting need to do to improve?

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

- increase physical play throughout the day for younger children to release their energy
- provide more opportunities for children to develop their independence during their daily routines.

Setting details

Unique reference number	EY379832
Local authority	Tower Hamlets
Inspection number	10138231
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 8
Total number of places	3
Number of children on roll	2
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2009. She lives in Stepney, in the London Borough of Tower Hamlets. She operates her service from 7am to 6pm, Monday to Sunday, throughout the year. The childminder holds a suitable childcare qualification at level 3.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- This was the first routine inspection the provider 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 areas of her home used by children and explained how she supports children's learning and development.
- The childminder discussed and evaluated a children's activity with the inspector.
- The inspector took parents' written views into account.
- The inspector sampled documentation, including evidence of the childminder's suitability and children's records.

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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