

Childminder report

Inspection date: 25 April 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 warm, safe, welcoming and stimulating environment for children to learn. She forms strong bonds with children and they are visibly happy. She is caring and responsive to their emotional needs, giving hugs and comfort when children seek this. New children settle very well into her setting and enjoy their time there. The childminder successfully helps children to learn about diversity. Children have opportunities to play with resources and read books that reflect their cultural backgrounds. The childminder teaches children to respect others and value any differences.

Children are keen to explore the activities that the childminder offers them. The childminder plans activities well, overall, to help children progress in their development. She carefully considers children's interests and skilfully plans around this to help engage and excite children. She provides age-appropriate and suitably challenging play experiences to help children to learn new skills in readiness for their future learning. The childminder ensures that children know how to behave and she shares her behavioural expectations with them well. She successfully models positive behaviour for children to learn from. For instance, she teaches children to join in with daily routines such as tidy-up time and handwashing. Children behave well and are calm.

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

- Partnerships with parents are strong. The childminder gathers useful information from parents to get to know their children from the outset of their time with her. She shares relevant information with parents about children's development, the activities she provides and their daily routines. There is an effective two-way flow of information to support consistency in children's care and learning.
- Children have access to a wide range of interesting resources to play with and explore. The childminder encourages children's involvement in learning experiences well. For instance, children are eager to feel and explore real fruit and vegetables in the role play area. They concentrate well in their play and show good levels of curiosity as they learn about the world around them.
- The childminder knows the children in her care well. She knows what they are able to do and what they need to learn next. She plans activities that children enjoy and that support them well in their development. However, she does not always have a clear learning intent for the activities she plans, to help create more focus on supporting children's individual learning needs during their play.
- Children develop good independence skills. The childminder teaches children from a young age how to do things for themselves. For example, she supports toddlers to dress and undress themselves, teaching them how fastenings work. Children learn how to wash their hands independently. They are keen to try and

have a go and develop their confidence.

- The childminder supports children's communication skills well. She demonstrates how to use language and provides good opportunities for young children to hear different words being used. This is evident when the childminder sings songs and reads books with children. She successfully helps children to build on their vocabulary and use words in context.
- Children have good opportunities to be active and to learn about how to be healthy. They eat nutritious foods, such as fruit for snack, and learn how to make healthy food choices. The childminder supports children's physical skills well, encouraging them to move their bodies in different ways while they sing songs.
- The childminder is reflective and takes the views of children into account when evaluating her service. She acts on advice she receives from other professionals to improve the quality of care and education she provides children. For example, the childminder has improved her practice since her last inspection and extended the opportunities children have to be independent and physically active.
- The childminder completes mandatory training, such as for safeguarding children and paediatric first aid, to keep her knowledge up to date. However, she has scope to seek further professional development opportunities to help enhance her teaching practice and the overall quality of children's education further.

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:

- strengthen the planning of activities so there is a more precise learning intent that focuses on each child's individual learning needs
- develop opportunities for further professional development to enhance the overall quality of education for children.

Setting details

Unique reference number	EY379832
Local authority	Tower Hamlets
Inspection number	10332507
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 10
Total number of places	3
Number of children on roll	4
Date of previous inspection	11 March 2022

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

Anneka Mundy

Inspection activities

- The inspector discussed any continued 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 how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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