

Childminder report

Inspection date:

22 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy at this homely setting. They settle calmly and quickly when they arrive. The childminder is welcoming and builds warm relationships with children. Babies giggle with delight as they play peekaboo games together. Children enjoy looking at books and explore the textured pictures with their fingers. The childminder teaches children to handle books with care and respect.

The childminder supports children to learn how to use their bodies in a variety of ways. Babies gain confidence in their movement by kicking their legs in the ball pool. Children develop their hand-to-eye coordination by, for example, using construction toys and mark-making equipment. They learn how to make friends and play together, such as through role play in a cosy tent and home corner area.

The childminder plans a play-based curriculum that follows children's interests. This helps children to become engaged in their play. The childminder provides opportunities that support children's learning and development across the early years foundation stage. She is ambitious to prepare children for school by teaching them the skills they will need, such as how to use books, to share toys and to wash their own hands. The childminder has high expectations for children's behaviour and teaches them to be respectful to others.

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

- The childminder has taken steps to improve since the last inspection. She records children's attendance accurately and stores all written information securely. The childminder has completed all the actions set at the last inspection.
- The childminder uses children's interests to plan a variety of activities throughout the day. However, at times, she provides a structured programme, which means that children do not have as many opportunities to initiate their own play and develop their thinking skills further. However, overall, this does not impact on children's ability to learn. For example, children become deeply engaged in planned messy play, using balls to make marks in cornflour.
- The childminder gathers information from parents when new children join to get to know their individual needs and starting points in learning. She plans learning opportunities to help them build on what they can already do, which helps children to make good progress.
- The childminder uses her interactions with children to support children's communication and language development. For example, children share books and point to the pictures that interest them. The childminder encourages babies to join in with familiar songs and rhymes, which helps to build their confidence in making sounds.

- Children are introduced to other languages through songs and rhymes. The childminder introduces words in other languages, such as the German word 'melken' for 'milk'. However, the childminder does not provide consistent opportunities for children who speak English as an additional language (EAL) to hear and speak their own language.
- Partnerships with parents are good. The childminder shares information about children's progress using photos, videos and regular parent meetings. Parents say they are happy with the service that the childminder provides and say they can see the progress their children make.
- The childminder teaches children to become independent, such as by encouraging them to feed themselves and wash their own hands. She offers children lots of praise and encouragement as they develop new skills, such as holding their own bottle to drink milk. This supports children's self-esteem.
- The childminder has high expectations for children's behaviour. She teaches them to say 'please' and 'thank you'. The childminder role models positive interactions that help children learn to consider the feelings of others, such as offering reassuring words and cuddles when children look worried.
- The childminder is ambitious to improve her setting. She has identified areas for development in her practice, such as offering more free play for younger children. The childminder provides training opportunities for her assistants to help them to develop a good understanding of their role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has informed Ofsted of all adults living and working on the premises so that the necessary suitability checks can be completed. There are suitable recruitment procedures in place. These arrangements mean that only suitable people have contact with children. The childminder holds a valid first-aid certificate and has suitable knowledge of how to administer emergency first aid. She has a good knowledge of child protection and understands her responsibility to report any concerns she has about a child's welfare. The childminder knows the procedures to follow to do this, including reporting any allegations made against herself or a household member.

What does the setting need to do to improve?

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

- provide children with opportunities to initiate and develop their own play ideas and thinking
- strengthen strategies for children who speak EAL so they have opportunities to hear and use their own language.

Setting details

Unique reference number	EY389654
Local authority	Tower Hamlets
Inspection number	10290758
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 April 2023

Information about this early years setting

The childminder registered in 2008. She lives in the London Borough of Tower Hamlets. She is available to care for children throughout most of the year, from 8.30am to 5.30pm, Monday to Friday. The childminder holds a level 3 childcare qualification and works with one assistant.

Information about this inspection

Inspector

Kyrstie Gennoe

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents spoke to the inspector and shared their views.
- 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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