

Childminder report

Inspection date:

22 September 2023 - 20 November 2023

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

Children separate happily from their parents and greet the childminder and her assistants with excitement. Established routines encourage children to independently put their coats away, take their shoes off and settle into the wide range of activities that are on offer. Assistants use appropriate resources, such as different-sized interlocking bricks, to support children to learn about shape, space and measure. Children maintain their attention and engage due to the positive encouragement and praise from the childminder to persevere in connecting the different pieces together. This promotes a positive attitude to learning, and children behave well.

The childminder and her assistants model good behaviour and are kind and nurturing towards the children. This helps older children to develop a nurturing attitude, and they display affection and care towards the younger children.

Children enjoy spending time exploring books in the the cosy book corner. They select different books for the childminder to read during story time. Children are excited to learn the meaning of new words. They select different costumes from the dressing-up box and immerse themselves in the different characters from the story. They are encouraged by the childminder to use the new vocabulary in their role play. This supports children to develop their language and communication skills.

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

- The childminder and her assistants plan and offer a wide range of activities for children to develop their physical skills. Children benefit from completing obstacle courses, balancing activities and negotiating space safely. Children also explore the different activities that the childminder plans to strengthen children's hand-eye coordination skills. Overall, children make good progress in their physical development gains.
- The childminder supports her assistants to implement a curriculum that is well balanced and sequenced. All assistants possess a good understanding of their key children. They know what their key children can do and what they need to learn next. This enables them to plan activities to ensure that learning is embedded, and all children achieve positive outcomes overall. However, on occasion, the childminder and her assistants do not take all opportunities to extend children's interests and learning. This means that, at times, children are unable to apply taught skills and knowledge.
- The childminder works closely with external partners to support assistants to provide a curriculum that is personalised for children with special educational needs and/or disabilities (SEND), which aids in meeting their specific targets.

She also works closely with the parents of children with SEND to ensure that children make good progress.

- The childminder provides an extensive induction package for new assistants. This training enables assistants to support children effectively to achieve positive outcomes. Long-serving assistants are complimentary of the support that they receive from the childminder to develop their practice. They feel happy and valued as the childminder takes on board their feedback and suggestions to improve the provision and care that is provided to the children.
- The childminder and her assistants have developed strong partnerships with parents. Parents, including those whose children speak English as an additional language and/or with SEND, are pleased with the support that their children receive. For example, parents express their delight in the positive way that assistants have been instrumental in developing their children's communication and language development. They are particularly impressed with the good level of progress that their children have made in speaking clearly and confidently.
- Children are encouraged to engage in discussions about healthy lifestyles during snack time and lunchtime. Assistants support children to build a better understanding of the food and drinks that are nutritious and good for their health. This will support children to lead healthy lifestyles in the future.
- The childminder and her assistants focus on developing children's understanding of different emotions. As part of their daily routine, children are encouraged to describe how they are feeling. This leads to discussions about how to manage different feelings effectively. The childminder and her assistants share different strategies to manage feelings and behaviour well. This supports children with their self-regulation. Overall, children are very well behaved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants possess a good knowledge of safeguarding. They have completed all the mandatory safeguarding training and are committed to keeping up to date with child protection and safeguarding developments. They are confident about identifying different symptoms of abuse. All assistants understand the importance of reporting any concerns they have regarding a child to the safeguarding leader. The childminder understands the importance of logging any concerns that arise and reporting concerns to the local authority safeguarding team. The childminder and her assistants carry out daily risk assessments of the learning environments and resources that children use to ensure that they are suitable and safe.

What does the setting need to do to improve?

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

- provide more opportunities to extend children's interest and learning.

Setting details

Unique reference number	EY391263
Local authority	Tower Hamlets
Inspection number	10308280
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	2 to 4
Total number of places	12
Number of children on roll	9
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2009. She works with two assistants in her home in the London Borough of Tower Hamlets. The childminder operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 4 and her assistants are qualified at level 3.

Information about this inspection

Inspectors

Honufa Begum
Nelam Pooni

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a learning walk and told the inspector about what she wants children to learn.
- The childminder carried out joint observations with the inspector.
- Different areas of the setting were observed by the inspector independently.
- A leadership and management meeting was held by the inspector with the childminder.
- The inspector held discussions with parents, children and assistants to seek their views.
- Samples of policies, certificates and other essential documents were observed by the inspector.

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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