

Childminder report

Inspection date: 29 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment for children. She has strong bonds with children and is quick to offer comfort and reassurance throughout the day. The childminder's key children seek her out for a cuddle or to share something with her they want to ask or talk about. This supports all children to feel safe and secure.

The childminder has a secure understanding of what she wants children to learn over time. She knows the children in her care very well and understands where each child is in terms of their learning and development. This enables her to successfully implement teaching that links to what children need to learn next. For example, she has recently introduced attention building activities to support children with their listening and attention skills.

Children behave well. The childminder supports children to understand boundaries with gentle reminders of the rules. She is consistent in her expectations and ensures children respond to her instructions. For example, once she has asked children to sit down at the table, she calmly repeats this instruction and waits until it has been followed. This ensures that children understand what is expected of them and helps to prepare them for their next stage of learning. The childminder offers plenty of praise and encouragement throughout the day, supporting children to develop their self-confidence.

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

- The childminder has addressed the actions from the previous inspection. Her assistants have attended safeguarding training, and the childminder has taken appropriate steps to ensure their safeguarding knowledge is secure. The childminder has also arranged English language classes for her assistants.
- The childminder knows the children very well and adapts the curriculum accordingly. For example, she puts an appropriate focus on developing children's speaking and listening skills. However, sometimes, children at very different stages of development are taught together in one group. This makes teaching difficult to pitch and, on occasion, children lose concentration and choose to leave the learning.
- The childminder communicates effectively with children and is a strong model of spoken English. She is a confident storyteller and makes good use of her voice and physical actions to maintain children's interest and help them to understand the story. She repeats key vocabulary and asks simple questions to involve children in discussion around books. This supports children to develop their understanding and use of spoken English.
- The childminder gives children plenty of time to explore outside and engage in

active, physical play. She teaches children about the importance of brushing their teeth and actively encourages healthy lunch boxes from home. She provides healthy snacks, such as fresh watermelon, throughout the day. As such, children learn about making healthy choices.

- The childminder has recently completed a course in special educational needs and/or disabilities (SEND). She is now implementing strategies to support children with SEND. She works alongside other professionals and communicates well with parents to ensure a cohesive approach towards children's individual targets. However, strategies now need to be embedded further and used consistently. This is particularly true around the chosen strategies to support children through transition points.
- The childminder uses additional funding to support children who speak English as an additional language. For example, she has purchased bilingual books in a variety of languages spoken by the children in her care. She has recently adapted resources to reflect the addition of the Ukrainian language to the setting. This supports all children to feel valued and represented.
- The childminder works in strong partnership with parents. For example, she offers home visits to involve parents in the initial assessments of children. She provides regular updates about their children's care and development and offers support and advice to families. Parents comment that the communication is strong. They share that their children have made good progress since joining the setting, particularly in their confidence and language development.
- The childminder has prioritised refreshing and updating her knowledge since the last inspection. She has accessed a range of training courses and has worked alongside other professionals to improve her practice. This has had an impact on her delivery of the learning and development requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her responsibilities to keep children safe. She and her assistants have appropriate safeguarding knowledge. They recognise potential signs of abuse and the associated reporting arrangements. They know what to do if an allegation is made against any adult living or working on the premises. The childminder has risk assessments in place while waiting for suitability checks to be completed for new assistants. The setting is safe and secure for children. For example, staff are vigilant about locking the door behind them to prevent tenants in the building accessing the spaces where children are present. All staff hold a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- consider how to organise adult-led learning to ensure it meets the needs of all children
- continue to embed strategies for supporting children with SEND and ensure these are used consistently by all staff
- consider how to make transition points more predictable for children so they understand what is happening next.

Setting details

Unique reference number	EY402735
Local authority	Tower Hamlets
Inspection number	10304737
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 4
Total number of places	12
Number of children on roll	16
Date of previous inspection	20 June 2023

Information about this early years setting

The childminder registered in 2010. She operates in Tower Hamlets, London. The childminder provides care from 8am to 6pm. She provides care alongside her co-childminder and assistants. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector
Nicola Baker

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector spoke to several parents during the inspection and took account of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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