

Childminder report

Inspection date: 15 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have a positive approach towards learning and are happy. They have a good bond with the childminder who is kind and caring. Children receive good levels of attention from her, and overall she supports their learning well during their play. They benefit from the learning experiences that support them to master what they need to learn next. Children's mathematical knowledge is developing well. For instance, while they explore magnetic numbers, they count and make comparisons between their age and the colours of the numerals.

Children investigate musical instruments and have fun singing songs, such as 'Old MacDonald has a farm'. They remember the different sounds that animals make which helps children to articulate the sounds in words and supports their early understanding of literacy. Children enjoy engaging in imaginative play. They learn about different foods while they pretend to cook and the childminder supports their understanding of the wider world. For instance, they talk about where they live and what they eat and explore the differences between other people, countries, and cultures. Children benefit from the childminder's high expectations for their learning and behaviour. As a result, they engage well in the learning experiences and behave well.

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

- The childminder has a calm and encouraging manner. She observes children as they play and gives them time to persevere. When they need some help, she demonstrates what to do so they can achieve.
- Children benefit from frequent discussions throughout the day. This helps to build their understanding of new vocabulary and enables them take part in conversations to support them to become good communicators.
- The childminder observes and monitors children's progress, in order to identify any gaps in their learning. She recognises what they can do and what knowledge and skills they need to develop further. Children make good progress.
- Children are independent and motivated to try things for themselves. They choose and serve their snack and talk confidently about their preferences. They practise using the toilet and wash their hands when they have finished.
- Children learn about the importance of leading healthy lifestyles. For instance, they regularly spend time outdoors at local parks. They develop their large muscles, balance and coordination, as they run and climb.
- Children learn about good oral health habits. They explore a model mouth and talk about looking after their gums and teeth. They have a developing understanding of personal-care skills, such as brushing their teeth and good hygiene practice.

- The childminder gains information from parents when children start. This helps her to understand their background, interests, and current stage of development. The childminder shares information with parents about the children's day which keeps them involved in their care and development.
- Parents written views describe that they are happy with the service. They comment on their children's enjoyment participating in the activities on offer and the good improvement in their social skills.
- Children who speak English as an additional language receive good levels of support. For instance, the childminder talks about making lots of eye-contact, speaking slowly and sharing lots of picture books and resources to develop understanding of English.
- Overall, teaching is good, however at times, the childminder does not make the most of spontaneous play to fully challenge children's learning to the very highest level. For instance, when children talk about dinosaurs, the childminder does not introduce the names of the different types and encourage children to think about the characteristics that make each dinosaur unique.
- Children engage in a good range of educational experiences overall. However, further opportunities to foster children's understanding of art and design would enhance their learning and creativity even further.
- In response to the COVID-19 pandemic, the childminder has provided more opportunities for children to learn outdoors. This has helped to reduce the spread of infection and for children to play and develop sociably with other children safely.
- The childminder has reflected on her practice since her last inspection and has made some positive improvements. For example, she highlights that she recently introduced more small-world play based on children's interests. Furthermore, that she regularly listens to parents and children's views in relation to providing healthy and nutritious snacks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She recognises what might be a cause for concern for the welfare of a child. The childminder knows the action she would take to seek help from other professionals in the interest of protecting children's safety. The childminder completes risk assessments for her home and outings to make sure areas are safe and suitable for children. For instance, she removes any broken toys or tripping hazards and turns down radiators if they are too hot. The childminder keeps her first-aid training up to date to respond appropriately if a child had an accident or became ill.

What does the setting need to do to improve?

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

- enhance teaching skills to offer children further challenge and deeper explanations to extend their learning to the highest level
- build on children's opportunities to develop their understanding of art and design even further.

Setting details

Unique reference number	EY435642
Local authority	Tower Hamlets
Inspection number	10118077
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 2
Total number of places	5
Number of children on roll	2
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2011. She lives in Bow, in the London Borough of Tower Hamlets. She operates from 7am to 7pm, Monday to Friday, throughout most of the year.

Information about this inspection

Inspector

Amy McKenzie

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 provision.
- The inspector held a learning walk discussion with the childminder to gain information about the curriculum to support children's progress.
- The inspector observed the quality of the interactions between the childminder and children and assessed the impact this has on children's learning.
- Parents shared their views in writing and the inspector considered these as part of the inspection.
- The inspector viewed the childminder's training certificates and documentation relevant to the inspection.

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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