

Childminder report

Inspection date: 19 October 2022

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 provides an organised and welcoming environment in which children explore freely. She greets children affectionately at the front door. Children separate smoothly and quickly from their parents. Children respond warmly towards the childminder and settle into their routine. This promotes their overall well-being and sense of belonging. The childminder's interactions are friendly and encouraging, and this helps children to feel safe in her care.

Children are curious and enthusiastic learners. Younger children enjoy exploring the resources and check in with the childminder for cuddles and support when needed. Children are comfortable with the childminder. They focus as they play with plastic stacking rings and show problem-solving skills as they build them into a tower. Children show good levels of concentration and demonstrate perseverance to complete the task. The childminder praises children for their achievements, which helps to raise their confidence and self-esteem.

Children are pleasant towards authorised visitors and engage with them. This allows them to develop their self-confidence in new situations. Furthermore, children experience a wide range of activities beyond the setting. For instance, they enjoy visits to libraries, parks and playgroups. This provides children with opportunities to socialise with larger groups of children and learn about the world around them.

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

- The childminder offers good support for children beginning to use their speaking skills. Children confidently point to animals in a book and say, 'look'. The childminder describes the animals and makes the corresponding animal sounds. Children attempt to repeat the names of animals, such as 'dog' and 'fish'. This helps to extend children's vocabulary and promotes a love for reading. The childminder skilfully links names of animals to nursery rhymes and songs, such as 'Old MacDonald Had a Farm', and children eagerly join in with actions. Consequently, children make good progress in their communication and language development.
- The childminder encourages children to develop a healthy lifestyle. She provides children with nutritious snacks and encourages younger children to feed themselves. The childminder regularly takes children to the local park, where they can run around and enjoy fresh air. This promotes children's good health and encourages them to be physically active.
- Parent partnership is strong. The childminder collects information from parents when their child starts at her setting. Parents share information about their children, including their preferences, interests and routines. Children new to the

setting are given extra time and support while settling. The childminder builds a warm and positive relationship with children and their families. Parents are delighted with the regular communication which they receive about their child's learning and progress. In addition, they are happy with the high-quality care and education that the childminder provides for their children. Parents mention that their 'children enjoy daily outings' and the childminder is 'very supportive'.

- Children make good progress in their development. The childminder uses her observations and assessments to plan for children's next steps in learning. However, occasionally, the childminder does not ensure that planned activities match the abilities and interests of children. Therefore, on occasion, some children do not benefit fully from the activity to extend their learning to a higher level.
- The childminder has built a network with other providers in the area. She works closely with other childminders to share ideas and good practice. The childminder organises weekly playgroups to help to support children's learning and development. For example, children have opportunities to engage in messy play to support their sensory experiences and stimulate their imagination.
- The childminder is aware of the self-evaluation process to identify areas of improvement. She is able to identify the areas that she does well. The childminder attends regular mandatory training to update her knowledge on paediatric first aid and safeguarding. However, she has not pursued specific areas of her own learning, to raise the good quality of education even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to ensure that the indoor and outdoor environments which children access are safe. She monitors this through regular risk assessments and clear policies and procedures. The childminder is aware of the signs and symptoms that may indicate a child is at risk of abuse. She knows who to contact if she is concerned about a child in her care. The childminder knows the procedure to follow should an allegation be made against her or a household member. She completes fire drills with children, so that they know the correct route to take in an emergency. This helps children to feel safe and secure while in the childminder's care.

What does the setting need to do to improve?

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

- review the planning of activities to suit the interests and abilities of each child to help them to extend their learning to a higher level
- strengthen the self-evaluation process, to identify ongoing professional development opportunities, to raise the good quality of education even further.

Setting details

Unique reference number	EY458245
Local authority	Tower Hamlets
Inspection number	10236074
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Bethnal Green, in the London Borough of Tower Hamlets. The childminder provides care all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for children aged two years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Yemi Afolabi

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector completed a joint evaluation of activities with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of persons living in the household.

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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