

Childminder report

Inspection date: 5 July 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have close, nurturing relationships with the childminder. She interacts warmly with children, uses lots of eye contact and a gentle tone of voice. Children are happy and settle well. The childminder takes time to get to know children and caters well for their needs. She has high expectations of children and values each child highly. Children learn to do things for themselves. For instance, they can take off their coats and shoes. Children select toys and resources of their own free choice, and help to tidy them away when they have finished playing.

Children behave well. The childminder manages their behaviour successfully. She uses praise well to encourage children to act in positive ways. The childminder shares her expectations with children. She is consistent and fair in her approach. Children learn about the world around them. For example, the childminder plants and grows cress seeds with children. They learn how things grow and where food comes from. This helps children to gain a good understanding of the world. Children learn to accept and respect difference. For instance, the childminder reads stories about different religious festivals to children. She provides creative activities to help children to learn about special religious and cultural events, such as Eid and Diwali. The curriculum is interesting and varied. Children gain good skills in preparation for school.

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

- The childminder provides a broad range of stimulating activities linked to children's interests and areas of learning. She knows children's skills and abilities well. The childminder uses this information to give children appropriate challenges. Children make good progress.
- Children develop good physical skills. For example, the childminder takes children to the local park each day where they play hopping games, climb across frames, run and balance. Children gain good small-muscle control. For instance, they learn to use scissors and scoops in different creative activities. This supports children's physical development.
- Children gain an understanding of their emotions. For example, the childminder talks to children each day to ask them how they are feeling. She shows them pictures of faces reflecting different emotions. The childminder teaches children the names of different feelings and helps children to understand them. This supports children's understanding of emotions and well-being.
- Children learn to share and to take turns. For instance, they learn to take turns as they take part in games organised by the childminder. They learn to share toys and resources with others, such as construction toys and books.
- The childminder teaches children good early mathematical skills. For example, she uses mathematical language to describe quantities, such as 'more', 'less',

'big' and 'small'. The childminder sings counting songs and rhymes with children. She teaches children to count, for example, by using an abacus. This supports children's early mathematical skills well.

- The childminder provides good support for children's creative development. Children enjoy using a range of tools and materials, such as paint, crayons, chalk and paper to create their own pictures. They explore sound by using a variety of musical instruments.
- The childminder places a high importance on working in partnership with parents. She considers parents' needs and uses flexible ways to keep them informed about children's progress. The childminder advises parents on the different ways which they can support their children's learning at home.
- The childminder is committed to her professional development. For instance, she has attended different courses, including a course on how to carry out the two-year-old progress check, which has led to greater understanding in this area.
- Children gain good communication, language and literacy skills. The childminder teaches children new words when she sings a variety of action songs and nursery rhymes with them. She reads a broad range of interesting stories to children, who listen attentively.
- The childminder has an enthusiastic approach to her work. However, her interventions in children's play are not consistently timely to promote best outcomes for children. For instance, they were times when children became slightly confused as they planted seeds in pots.
- The childminder has started to support children's understanding of good oral hygiene. However, this has not been fully developed to support children's awareness in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. Her knowledge and understanding of what to look out for and the procedures to follow to keep children safe are good. The childminder ensures that her safeguarding knowledge is kept up to date by attending regular training. She is alert to signs that a child could be at risk of exposure to extreme ideas or behaviours. The childminder understands how to report her concerns to protect children from harm. She maintains a safe and clean home. The childminder carries out risk assessments and daily cleaning, to reduce the risk of infection and accidents.

What does the setting need to do to improve?

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

- consider ways to make more timely interventions in children's play to promote best outcomes for children

- continue to develop children's awareness of good oral hygiene.

Setting details

Unique reference number	EY476590
Local authority	Tower Hamlets
Inspection number	10219818
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 3
Total number of places	12
Number of children on roll	2
Date of previous inspection	5 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Limehouse, in the London Borough of Tower Hamlets. The childminder provides care for children all year round from 8.30am to 6.30pm, Monday to Friday, except for bank holidays. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children and discussed children's progress.
- The inspector read and considered written comments from parents during 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022