

# Childminder report

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Inspection date: 23 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 is very kind, gentle and welcoming. She successfully creates a bright, secure and stimulating environment for children to learn and play. For example, the outside play area has been developed to make it much more inviting for children to use. This helps children, including those who speak English as an additional language, to make good progress in their learning and development. Children develop their listening and language skills accordingly. For instance, they understand simple sentences and copy familiar words. Children show that they are happy and emotionally secure. They say words such as 'wow' to express their enjoyment during play. Children form close relationships with the childminder and their peers. They approach the childminder for support and reassurance. Children are kind to each other. For example, younger children share toys with their friends to show that they care. The childminder sets good levels of expectations for every child. This enables them to gain essential skills and attitudes to succeed in life. Children behave well from an early age and develop positive attitudes to learning.

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

- The childminder has a secure understanding of the early years foundation stage curriculum. She uses knowledge gained from training and experience to ensure children are well motivated to learn and play.
- The childminder observes and assesses children's learning regularly. She uses the information skilfully to provide children with a wide range of toys and activities. Children explore dough, paint, cooked pasta, rice and lentils happily. They particularly enjoy playing with water and squeak with delight as they splash their hands in the tray.
- The childminder engages children in conversations and introduces new words to help extend their vocabulary. For instance, during a planned activity she repeats words such as 'spider' and 'pumpkin' so that children hear and learn them. However, on occasion, the childminder overlooks opportunities to build on children's interest in numbers and shapes.
- Children enjoy their time with the childminder. They respond well to praise and encouragement, such as when they dance and make movements. Children play alongside each other and interact positively. They share and take turns, which contributes to their good behaviour.
- The childminder supports children's healthy lifestyles effectively. One of the ways that she does this is by offering children a selection of fruit and vegetables at mealtimes and encouraging them to drink plenty of water throughout the day. Children gain confidence in practising their physical skills as they run, balance and ride scooters in the outside play area. The childminder takes children for walks along the river and to play centres and parks to give them varied learning experiences. Sometimes, she misses opportunities to encourage children to do

things that are manageable for them. This does not fully support children's independence skills.

- The childminder is committed to her professional development. For example, following training, she has enhanced her knowledge of how to support children's curiosity and exploratory skills. Parents write very positive feedback about the service they and their children receive. They find that the childminder is 'extremely reassuring' and 'professional.' Parents appreciate the different outings that the childminder plans for their children.
- The childminder uses effective strategies for improving the provision. She evaluates her practice, working alongside the childminding coordinator and parents, to ensure children receive good-quality care and teaching. For example, the childminder has identified that there is a need to provide more construction toys for the older children to encourage more imaginary play. The childminder's capacity to maintain continuous improvement is strong, which benefits children well.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder pays high regard to children's welfare. For example, she checks the fire equipment regularly and considers children's safety at all times. Supervision of children is effective. The childminder ensures children play within her sight and/or hearing for their own safety. The childminder attends safeguarding training to keep her knowledge and skills up to date. She knows how to recognise indicators of harm and what to do in the event of a concern. There are clear written records, such as children's daily hours of attendance, which helps to protect their welfare and safety.

## What does the setting need to do to improve?

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

- make more effective use of opportunities to support children's emerging interest in numbers and shapes
- extend opportunities for children to do things for themselves to enhance their independence skills.

## Setting details

<b>Unique reference number</b>	EY335291
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10071341
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 June 2015

## Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Tower Hamlets. The childminder offers her service throughout the year, Monday to Friday from 7.30am to 6pm. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

### Inspection activities

- The inspector carried out a learning walk with the childminder to assess how she organises the curriculum. She observed activities indoors and outdoors.
- The inspector and the childminder discussed the effectiveness of an activity together.
- The inspector read written feedback from parents and took into account their views regarding the quality of provision.
- The inspector sampled a number of records and documents that the childminder keeps to support children's care and learning.
- The inspector spoke with the childminder and interacted with children at appropriate times throughout 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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