

Childminder report

Inspection date: 12 December 2019

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 a warm, welcoming and homely environment. Children are extremely secure and settled in their environment. They have formed a close relationship with the childminder due to her caring and nurturing personality. The childminder has high expectations for behaviour, and children respond well. For example, children know to put the lids of pens on when they have finished drawing and to tidy up their toys when they have finished playing. The childminder takes children on daily outings to the local playgroups so that children have opportunities to socialise with a larger group of children. She also uses these visits to meet with other professionals, to share information and keep her own knowledge up to date. The childminder plans a wide range of exciting experiences that follow the children's interests. Children are making good progress and develop the skills they need for their next stage in learning. The childminder is a strong communicator and supports children in developing their language and speech. For example, she encourages children to name the different colours they use when they are making pictures. The childminder has developed strong partnerships with parents and they speak highly of her 'caring' and 'kind' manner.

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

- Children develop well in a stimulating environment that is carefully planned to support their learning. The childminder observes children to assess their development and incorporates their interests and next steps into planned activities. For example, the childminder has planned a topic around animals after children showed a keen interest in this area. Children are motivated to learn and engage in activities for long periods.
- The childminder supports and extends the children's language and communication development well. She initiates meaningful and respectful conversations with them and gives them the time and space they need to respond to questions.
- The childminder reflects and evaluates on the quality of care she provides. However, this could be further strengthened to enable her to prioritise where she can develop her professional skills and build on her already good teaching.
- Children's behaviour is good. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.
- The childminder extends children's learning well. She uses her knowledge about what the children can do and what their individual needs and interests are when planning activities. For instance, when children were exploring with play dough, she quickly provided a wider range of resources to support children's interest in poking and prodding.
- The childminder has high expectations of children's abilities and helps children to

become confident learners. They make good progress and are well prepared for the next stage in learning.

- The childminder encourages self-confidence and independence by providing opportunities for children to complete age-appropriate tasks for themselves. For instance, when children first arrive, they take off their shoes and jackets by themselves. They show great pride in completing tasks independently.
- The childminder develops effective relationships with other professionals. For example, she discusses her practice with other childminders and leaders of the playgroups she attends. She makes excellent use of her local coordinator, enabling her to have her practice monitored regularly.
- The childminder is an excellent role model who helps the children learn about the importance of what is right from wrong. Children are able to manage their emotions and feel safe and secure with the childminder.
- The childminder makes excellent use of the local farms and her outdoor space, giving children many opportunities for physical development. Children learn to take risks in a fun and active way. For example, children climb and jump, taking great care as they do so.
- The childminder spends a great deal of time getting to know each child in her care. She then uses this information to create activities and experiences that will provide the children with the essential knowledge they need for future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current. For example, she completes training. She has a clear safeguarding procedure and knows the local referral procedures to follow if she is concerned about a child's welfare. The childminder completes effective risk assessments and supervises children well. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen how they reflect on quality of education and care provided, to enable them to build on and expand professional development to further raise the quality of teaching.

Setting details

Unique reference number	EY280072
Local authority	Tower Hamlets
Inspection number	10066379
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 October 2015

Information about this early years setting

The childminder registered in 2004. She lives in the Brick Lane area of Bethnal Green, within the London Borough of Tower Hamlets. She operates her service between 8am and 5.30pm on weekdays, for most of the year.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- The inspector observed children during their activities, including snack time.
- The inspector looked at a sample of documentation. This included records of suitability and training.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- A joint observation was carried out by the inspector and the childminder.
- The inspector took account of the views of the parents through written feedback provided

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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