

Childminder report

Inspection date: 3 February 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder and her part-time assistant care for children well in this welcoming and home-from-home setting. The childminder ensures her routines match with children's home life to help them feel settled. She has high expectations of children's behaviour. She provides clear boundaries and gives lots of praise. Children enjoy their time with the childminder and her assistant. They develop wonderful, secure and caring relationships with them. This helps children to feel safe. The childminder and her assistant are vigilant and carefully assess risks. They complete daily risk assessments to keep children safe in the home and when outdoors. The childminder supports children's well-being well. For example, she recognises when children are ready for rest or sleep. Children demonstrate a positive attitude towards learning and make good progress. They are motivated and eager to explore and learn. Young children show great joy in exploring sensory baskets and making marks on paper. Older children delight in reading, puzzles and arts and crafts. They seek out the childminder to join in their game and sit closely during their play. The childminder knows the children and their family backgrounds well. She can confidently talk about their abilities, likes and dislikes, and identifies their next steps in learning.

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

- The childminder has a very calm, confident and relaxed manner and this helps children develop independence and feel comfortable. She regularly meets with other childminders and accesses other groups within the community. She offers children a wide range of experiences and social environments that promote understanding of people and communities that may be different from their own.
- The childminder and her assistant understand and meet children's care needs effectively. For example, they prepare nutritious snacks and meals. During snack time, the childminder gives cuddles and reassurance when children are unsettled.
- The childminder and her assistant provide plenty of opportunities for children to use their creativity. For example, children make sounds with musical instruments and explore different colours.
- The childminder follows a programme of professional development. She attends regular training and local authority network groups. However, she does not encourage her assistant to complete further training to strengthen her practice further.
- The childminder is committed to improving her setting continually. Parents share their views through questionnaires and daily discussions. Parents say their children 'are cared for incredibly well', and 'the childminder goes above and beyond'. The childminder, however, does not include the views of children to help make improvements on an even higher level.

- The childminder encourages self-confidence and independence by providing opportunities for children to complete age-appropriate tasks for themselves. For instance, younger children drink from a beaker and eat finger foods independently.
- The childminder has a good understanding of how children learn. She uses her ongoing observations to understand children's starting points, interests and learning styles. She incorporates their next steps of learning into her planning. This has a positive impact on developing children's knowledge and skills across all areas of learning.
- Children behave well. The childminder and her assistant are positive role models. The childminder involves herself in children's play, and uses these opportunities effectively to enhance their learning. For example, she teaches younger children how to cut an onion with a plastic knife. She uses praise effectively, and sensitively helps children to understand how to share and take turns.
- The childminder encourages children to lead healthy lifestyles. For example, children follow good hygiene routines, such as washing their hands before eating. Younger children learn how to climb the stairs. The childminder visits the library, park and playgroups regularly, and plans to visit the farm.
- Care practices are good. The childminder ensures tissues are always available for children's noses, and they have a quiet place to rest and sleep.
- The childminder supports children's imagination well. For example, she joins in when they pretend to mix with a wooden spoon and pretend to make toast.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She ensures that her paediatric first aid and her safeguarding knowledge are up to date. The childminder has a secure knowledge of the signs and symptoms that a child may be at risk of harm, such as from extreme behaviours and views. Additionally, she knows the procedures to follow and professionals to contact if she has any concerns. The childminder checks the premises to minimise potential risks and teaches children what to do in the event of an emergency.

What does the setting need to do to improve?

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

- increase opportunities for the assistant to develop their professional development further
- strengthen evaluation and take more account of children's views to improve practice further.

Setting details

Unique reference number	EY320455
Local authority	Tower Hamlets
Inspection number	10120002
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 January 2015

Information about this early years setting

The childminder registered in December 2005. She lives with her husband and their three children in Shadwell, in the London Borough of Tower Hamlets. She works with a part-time assistant and operates from Monday to Friday, 7am to 9pm.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector conducted a learning walk with the childminder of the areas used for childminding.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed an activity and what the children had learned from it.
- The inspector looked at the childminder's training certificates, her self-evaluation process and checked evidence of the childminder's suitability and 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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