

# Childminder report

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Inspection date: 8 March 2022

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<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 greets children warmly at the start of their day. Children eagerly join their friends and get involved in purposeful-play straight away. The childminder makes excellent use of her large outdoor area to spend as much time as possible outside with the children. The childminder and her assistants work well together, supporting children in their learning, organising activities and ensuring the day runs smoothly.

Staff ensure the level of independence they give children is right for each individual child's age and development. For example, toddlers are supported to use the apple slicer tool with assistance, while older children use it with supervision. Children are expected to help tidy up and care for toys. They behave respectfully and play cooperatively throughout the day.

Children benefit from a wide range of experiences outside of the childminder's home. They regularly enjoy outings to local play groups, parks, a city farm, an allotment and the riverside. Children confidently talk about photos and objects from their many adventures, demonstrating their recall and conversation skills. For example, children talk about the washed-up terracotta pieces and driftwood they found during a 'mud-larking' trip to the riverside. Children have fun and enjoy their day thoroughly when they are with the childminder.

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

- The childminder has a good understanding of every child's individual learning needs. She plans and sequences her curriculum to build on children's existing knowledge and ignite their imaginations. Children's artwork and crafts are proudly displayed on the wall. This contributes to children's confidence, self-esteem and joy of learning.
- Storytime and books are a key part of children's daily learning journey. Children quickly make a circle when it is time for adult-led story time. They take props from the bag and enthusiastically participate. Overall, the childminder supports children's communication skills well, but at times, children do not have enough time to think and respond, which means they cannot easily consider their answer or build on their speaking skills.
- The childminder and her assistants help children to develop good mathematical skills. For instance, during story time, children read about ladybirds and count their spots. They make their own ladybirds and learn new vocabulary like 'symmetry' as they form patterns.
- Children respond positively to the childminder's nurturing and empathetic approach to behaviour management. She and her assistants talk to children calmly, support them to reflect on their behaviour and choose to 'do the right

thing'. This supports children in making friends and playing safely throughout the day.

- Children's regular outings in the community give them meaningful experiences that promote an understanding of people, families and communities beyond their own. The childminder celebrates the diversity of children within the setting through celebration, song and stories. This helps children to learn tolerance and respect for others.
- Children enjoy healthy and nutritious home-cooked meals which they eat socially around a big table. The childminder and her assistants support children to talk about their emotions by giving them the language they need to express their feelings. This helps to promote children's personal development and mental well-being.
- The childminder is very respectful of different parenting styles. She has open and honest discussions with parents about how their preferences can be accommodated in the setting. Parents are highly complimentary of this approach and say it supports continuity between the child's home and their time with the childminder.
- The childminder evaluates her practice well and has a strong vision for her setting. She ensures that she and her assistants get regular training and updates to ensure their knowledge and skills stay current. The childminder works in effective partnership with other professionals to help all children reach their potential.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistants understand their responsibility to keep children safe. The childminder monitors children's attendance closely. She recognises any obvious patterns, records reasons for absences and addresses any concerns swiftly. The childminder and her assistants know who to contact if they have any concerns about the welfare of a child or if there is an allegation against anyone working with children. The childminder carries out regular risk assessments of her home and when taking children on outings to help ensure their safety. The childminder keeps her home clean and well maintained. She and her assistants supervise children well to ensure their well-being.

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

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

- give children enough time to think and respond to questions asked to extend their thinking, communication and language skills.

## Setting details

<b>Unique reference number</b>	EY451533
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10066406
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 March 2016

## Information about this early years setting

The childminder registered in 2013. She lives on the Isle of Dogs in the London Borough of Tower Hamlets. The childminder works with two assistants. She operates all year round from 8m to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trina Lynskey

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the areas of the home that are used for childminding. The inspector viewed the range of equipment and resources available to children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- A sample of relevant documentation was reviewed by the inspector. This included evidence of the childminder's suitability, her assistants' suitability, policies and procedures, and a record of qualifications and training.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children, the childminder and her assistants at appropriate times 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.

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