

# Childminder report

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Inspection date: 20 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children leave their parents with ease at drop off in the morning. They are confident and happy in their learning environment with the childminder. Children access the toys and activities available independently. They demonstrate good levels of focused attention in their play. The childminder knows when and how to join in the children's play to extend their learning. Children listen and respond to her in a positive way. They also show good behaviour towards each other. The childminder models positive behaviour. Children receive praise when they take turns and share. This supports their social skills and meets their emotional well-being.

The development of children's language is well supported. This includes children who speak English as an additional language. The childminder models new vocabulary with children throughout the day. They take part in group time where they sing together and shake instruments. Children engage in collaborative play with the childminder. They make food together in the home corner and talk about the ingredients they add to the mixture.

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

- Children behave well. They use good manners in conversation. Children use the Makaton sign 'more' to communicate requests to the childminder. They develop skills for independence. Children listen to the simple instructions provided by the childminder. They practise putting on their shoes and coat before going into the garden.
- Children have various opportunities to be physical and active. They have opportunities to access local amenities within the community. This includes the park, shops and library. Children learn about keeping safe. They also have access to play in the childminder's garden. Children receive support to climb the stool up to the sink to wash their hands.
- Children's personal development is well supported. The childminder gives them praise and encouragement as they play. She models being gentle through role play. As a result, children show care and affection towards each other. This supports their emotional well-being.
- The childminder plans activities which encourage children's individual interests. For example, children add magnetic numbers to their bowls, to create soup. The childminder calls out the names of the magnetic numbers. This builds on the children's early maths skills. They use paints and brushes to create marks on their paper masks. This builds on their fine motor skills. The childminder has a good understanding of how children learn within her setting. However, she provides resources for younger children which are challenging to use. As a result, the learning outcomes set are too high for them to achieve.

- The childminder has positive relationships with the parents. Parents are happy with the care provided for their children. The childminder gives daily feedback via an online app. This information highlights to parents their children's learning and activities enjoyed. Parents receive support from the childminder about things to continue at home, which extends children's learning.
- The childminder reviews her own practice and identifies gaps in her knowledge. She attends training to make sure she has the skills she needs, for example to complete progress checks for children aged between two and three years.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of identifying children who may be at risk of harm. This includes concerns for extremist views or behaviours. The childminder knows the relevant professionals to contact to seek advice. She attends ongoing training to support her knowledge and professional development. The childminder completes daily risk assessments. This helps her to identify any potential risks to children's safety and minimise these. The room provided for the children is well organised. It is a safe environment for them to play and explore.

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

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

- plan to provide resources for younger children that match their age and stage of development, to ensure activities are not too challenging.

## Setting details

<b>Unique reference number</b>	EY560169
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10190537
<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>	1 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Poplar, in the London Borough of Tower Hamlets. The childminder operates Monday to Friday from 8.30am to 5.30pm, throughout most of the year.

## Information about this inspection

### Inspector

Onyi Ojukwu

### 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 the evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and learning for the children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to parents to find out about their views on the care and education provided, and took this into account.
- The inspector viewed a sample of documentation, including qualifications, first-aid certificates and evidence of suitability.

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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