

Childminder report

Inspection date: 20 February 2023

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

Children settle easily and quickly. They form close attachments with the childminder and welcome her support in their play. Children enjoy regular visits to the local children's centre, where they meet and play with other children. This helps to develop children's social skills. The childminder encourages children to share and take turns when using resources. Children demonstrate high levels of confidence and independence. They learn to manage small tasks on their own, such as taking off their shoes and hanging up their coat. Children learn to make decisions, choose what they want to do and lead their play. They become aware of their likes and dislikes.

The childminder creates a calm and positive environment for children. Children learn to express their needs and interests effectively. They display good understanding and follow simple instructions. The childminder has high expectations for children's behaviour. She acts as a good role model and offers regular praise for children. This helps children to understand the childminder's expectations for them. Children consistently display positive behaviour. They are respectful and helpful to others. Children are active. They demonstrate good mobility, coordination and balance. Children receive nutritious and healthy food to eat. They learn to wash their hands and feed themselves at mealtimes.

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

- The childminder observes and plans for children's learning effectively. She considers children's needs and interests when planning how to move them on to the next stage in their learning. Children make good progress with their learning, in relations to their starting points in development.
- The childminder models the use of good language to children. She interacts with them during their play to help them develop communication and language skills. Children learn to use short sentences and respond to simple questions well.
- The childminder supports children to develop their personal and emotional skills effectively. For example, she encourages them to do things on their own and lets them know when they do well. Children are happy, and they develop their confidence and self-esteem.
- The childminder provides good opportunities for children to develop their physical skills. She offers encouragement and reassurance to persevere at tasks that they may find challenging at first.
- The childminder supports children to develop their early reading skills effectively. She encourages them to identify and talk about images in the books. Children enjoy story times and repeat words and phrases from the stories.
- The childminder provides good opportunities for children to develop their mathematical skills. For example, she supports them to count, compare the size

of different items and recognise numbers and shapes.

- The childminder ensures that children have access to interesting and stimulating resources, so they can use their imagination and creative skills. For example, children enjoy dressing up and pretending to be a police officer. They explore with art-and-craft materials and use them to make a range of designs.
- The childminder provides good opportunities for children to develop their understanding of the world. For example, she plans visits to the farm for them to learn about animals. Children develop an awareness of the similarities and differences of people in their community when they play.
- Overall, the childminder forms positive relationships with parents. However, she does not provide consistent opportunities to feed back to parents about their children's learning and to gather information about their children's learning at home.
- The childminder maintains her professional development well. For example, she keeps her safeguarding and paediatric first-aid training up to date. The childminder is aware of changes to the early years foundation stage, and ensures that her practice is in line with the requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role to safeguard and protect children in her care. She shares her safeguarding policies and procedures with the parents, so that they are aware of what is expected of the childminder and themselves. The childminder completes risk assessments of her home and for going on external trips to ensure that children remain safe in her care. She is familiar with the signs and symptoms that may indicate a child is at risk of harm and neglect. The childminder knows when children may be exposed to extreme views. She knows the procedures to report any concerns and allegations to the relevant authorities.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to extend children's learning at home.

Setting details

Unique reference number	119661
Local authority	Tower Hamlets
Inspection number	10234114
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 February 2017

Information about this early years setting

The childminder registered in 2000. She lives in the London Borough of Tower Hamlets. The childminder operates throughout most of the year, from 8am to 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector
Martina Mullings

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 their evaluation of the setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed children, and she spoke with them and the childminder at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks, attendance records and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder about her partnerships with parents.

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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