

Childminder report

Inspection date: 30 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They have strong bonds with the childminder and seek him out for reassurance and comfort. The childminder pays close attention to children's emotional well-being. For example, children who are settling in are closely monitored, and any distress is not left for too long before a parent is contacted. The childminder collects extensive information from parents during the settling-in process so that he can begin to understand children's interests and what they already know.

Children have access to a variety of learning opportunities and they are supported and encouraged by the childminder. Children's achievements are celebrated and they are praised for good listening. Children are well behaved and keen to explore their surroundings. Interesting learning activities are on offer. The childminder is focused on improving children's speech and language development with familiar stories, songs and rhymes.

Children have various opportunities to play outside in the local playground and run, climb and get fresh air. The childminder takes them on outings to the forest and local farms to further extend their real-life experiences.

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

- The childminder knows children well. He understands children's entry level understanding and knowledge from the information gathered at the settling-in stage. This information is central to the curriculum offered to children. The childminder makes notes about what the children are learning, and these are shared with parents. This helps children to move seamlessly between home and the childminder's setting.
- Feedback from parents states that the childminder is well loved by their children. They are grateful for the communication and photographs sent home that show their child's progress and what they are learning. Parents are happy to recommend the childminder to friends and family.
- Children have regular opportunities to play in local playgrounds. Here, they are able to run and climb, further developing their gross motor skills. Children can also play on an enclosed balcony that offers them some fresh air.
- The childminder prioritises his continuous professional development. His core training is relevant and up to date, and he is in the process of developing his special educational needs and/or disabilities training. This aims to support children and help the childminder to understand how to talk to parents about any concerns and how to make referrals.
- Children are praised and encouraged throughout the day. The childminder is sensitive to the children's mood and openly acknowledges this with them. For

example, the childminder asks children if they are hungry and brings snack time forward in response. This helps children to develop the skills to be confident and able to express themselves.

- Children are encouraged to be polite, both to each other and the childminder. However, at times, the childminder is not consistent when helping children to understand concepts around turn taking and sharing. For example, when children want the same toy, the childminder removes the toy altogether rather than talking to the children. During these times, children do not develop the skills they need to form relationships with others and their social skills.
- The childminder talks to the children as they play and discusses what they will do later in the day. He introduces new language to their vocabulary, using words such as 'stiff' and 'difficult'. This builds children's vocabulary base and develops their speech and language.
- Children are encouraged to become independent. The childminder supports children as they learn to wash their hands and wipe the table for snack. Children are delighted to help and take great care in scrubbing the table. They are able to eat independently. The childminder is skilled at encouraging children to help themselves. This develops children's self-confidence and self-help skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep the children in his care safe. He can confidently explain the signs and symptoms that would lead him to be concerned about a child. The childminder ensures that his professional development is up to date. He is knowledgeable about the safeguarding issues that may affect the local community, such as county lines, radicalisation and female genital mutilation. The childminder has recently updated his paediatric first-aid and safeguarding training. Risk assessments are carried out before children have access to the outside play area. The childminder prioritises the children's safety and well-being at all times.

What does the setting need to do to improve?

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

- consistently support younger children to understand turn taking and sharing to further enable them to develop relationships with others.

Setting details

Unique reference number	EY387665
Local authority	Tower Hamlets
Inspection number	10289341
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 2009. He lives in Bow, in the London Borough of Tower Hamlets. He is available to care for children from Monday to Friday, throughout most of the year. The childminder receives funding to provide free early education for two-, three- and four-year-old children. He works with another childminder at the same premises.

Information about this inspection

Inspector

Laura Coletti

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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