

Childminder Report

Inspection date

5 June 2018

Previous inspection date

2 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is professional and organises her routines and documentation well. She evaluates her service regularly and identifies areas that she would like to change or improve.
- The childminder is kind and caring. She gives frequent praise and encouragement to the children, in order to promote their confidence and self-esteem. Parents' comments demonstrate how much they value and appreciate the good care that the childminder provides.
- Children acquire a range of skills to support their continuous learning and help them prepare for their eventual move to school. Children develop good hand-to-eye coordination. For example, they build models from construction sets, put together puzzles and make marks with pens and chalks.
- The childminder supports children's understanding of numbers and shapes and their recognition of colours effectively. For example, she encourages children to count items, fit together construction pieces and name the colours they see. She repeats words and extends sentences during play, helping to increase children's vocabularies.

It is not yet outstanding because:

- The childminder's professional development plans are not targeted precisely enough to continually raise the quality of teaching.
- On occasions, the childminder misses opportunities to support children's thinking as effectively as possible. She does not always give them time to consider and respond to questions.

What the setting needs to do to improve further

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

- target professional development to build on the already good practice to continually improve the quality of teaching
- make the most of opportunities to support children's reasoning and thinking skills.

Inspection activities

- The inspector observed a range of activities and discussed this with the childminder to assess the quality of teaching and its impact on children's learning.
- The inspector had discussions with the childminder at various points throughout the inspection.
- The inspector looked at a sample of documentation.
- The inspector spoke to children during the inspection and considered their views and experiences.
- The inspector took account of parents' views from their written feedback.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends appropriate training to help maintain a robust understanding of how to keep children safe. She knows who to contact if she has any concerns about children's welfare and has a good understanding of the wider issues surrounding child protection. The childminder assesses potential risks to children and introduces effective measures to support their safety and welfare. For example, when children use the trampoline in her garden, she ensures that they are closely supervised and the safety nets are securely fastened. The childminder has effective relationships with parents and regularly shares information about their children's progress. She has developed good links with schools that children attend to maintain a regular exchange of information and help both settings meet children's individual needs.

Quality of teaching, learning and assessment is good

The childminder interacts very well with children. She enthusiastically engages in their play, follows their interests and supports their learning. For example, she joins in with children's imaginative games as they pretend to make food for the toy kitchen and shows them how equipment and utensils are used. The childminder's ongoing monitoring and observations of children help her to identify and build on the strengths and weaknesses in their learning. She identifies any emerging gaps in children's development and works with parents to support each child's needs. The childminder plans a good range of activities to support children's ongoing progress.

Personal development, behaviour and welfare are good

The childminder provides clear guidance to support children's behaviour and social skills. For example, she reminds them about sharing resources and including other children in their games. She regularly takes them to local playgroups where they can meet and play with other children. Children enjoy spending time in the childminder's garden and relish being active in the fresh air. They practise moving in different ways, such as crawling through a tunnel, bouncing on a trampoline and pushing themselves along on scooters or sit-and-ride cars. The childminder provides a good range of fresh fruit and healthy snacks to support children's enjoyment of healthy eating.

Outcomes for children are good

Children make steady progress in their development and are working at levels typical for their age. They are confident and inquisitive. They explore their environment with enthusiasm. For example, they eagerly press buttons on electronic toys to see what will happen next. Children who speak English as an additional language learn to understand and use new words. Children successfully build on their emerging literacy skills. They enjoy looking at books independently and with the childminder. They explore different ways of making marks in preparation for writing.

Setting details

Unique reference number	EY240444
Local authority	Tower Hamlets
Inspection number	1128591
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	2 July 2015
Telephone number	

The childminder registered in 2003. She operates throughout most of the year from Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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