

Childminder Report

Inspection date

5 June 2018

Previous inspection date

23 September 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 regularly assesses her provision, taking account of the views of parents, children and her childminding coordinator. She uses this information to plan improvements to her practice, to enhance children's learning further. For example, she has strengthened her planning systems so that there is a sharper focus on what children need to learn next.
- The childminder provides rich opportunities for children to learn about the world around them. For instance, she takes them on a wide range of outings to explore and discover local places of interest, such as landmarks on the river Thames, museums and local parks.
- Children settle in quickly and demonstrate that they have warm and caring relationships with the childminder. They readily turn to her for comfort or guidance and enjoy involving her in their play.
- Children make good progress in their learning and acquire a range of skills to support the next stages in their development, including their eventual move on to school. They develop increasing control of their small-muscle skills in preparation for early writing. For instance, they learn to manipulate puzzle pieces, join construction sets and cut with scissors.

It is not yet outstanding because:

- The childminder does not always recognise when children need time to think about and respond to questions or work through tasks independently.

What the setting needs to do to improve further

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

- ensure that children are consistently given the time to develop their thinking and problem-solving skills.

Inspection activities

- The inspector observed a range of activities and discussed these with the childminder, to assess the quality of teaching and its impact upon 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 through their written feedback.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in keeping children safe and knows how to take appropriate action if she has concerns about children's welfare. She regularly attends training to help strengthen her knowledge of the wider issues surrounding child protection. The childminder ensures that her good practice is consistently improving. For example, she reads up on childcare matters and exchanges information with other childminders. This helps her to introduce fresh ideas and activities to enhance children's learning constantly. The childminder develops strong relationships with parents. Parents comment on the childminder's caring and professional approach. They feel she keeps their children safe and supports their learning well.

Quality of teaching, learning and assessment is good

The childminder gathers useful information about children's development when they join her provision, to help her plan for their ongoing care and learning. She carefully monitors children's progress over time and prepares a wide range of stimulating activities each day to build on what they already know. For example, as children enjoyed playing with toy snakes, the childminder introduced a book about snakes, helping to extend children's knowledge of the creatures. The childminder organises her resources well so that children can make choices and lead their own learning. Children enjoy selecting their favourite books and toys, and use these imaginatively and link them to previous experiences. For instance, children used building blocks to represent the sights they had seen on previous outings.

Personal development, behaviour and welfare are good

Children develop healthy eating habits and enjoy the nutritious meals and snacks, prepared and cooked by the childminder. The childminder praises the children regularly, to help boost their confidence and self-esteem successfully. She teaches children about good hygiene practices, such as washing their hands before snack. The childminder is a good role model and provides effective guidance on behaviour. For example, she teaches children to take turns, share resources and think about the feelings of others. She regularly takes children to local groups where they interact with other adults and children. Children develop good social skills and behave well.

Outcomes for children are good

Children are confident and active learners. They show curiosity as they explore the range of interesting resources. For example, babies are fascinated as they learn how to spin a model of a London landmark. Children develop strong communication and language skills, and express themselves using a good range of words and enjoy holding conversations with others. Children begin to learn about shapes through activities, such as jigsaw puzzles and building with construction sets. They enjoy being creative through their pretend play and they create pictures and models using a wide range of materials.

Setting details

Unique reference number	EY314198
Local authority	Tower Hamlets
Inspection number	1129364
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	23 September 2015
Telephone number	

The childminder registered in 2006 and lives in London. She operates all year round, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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