

Childminder Report

Inspection date	29 November 2016
Previous inspection date	25 October 2013

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

- Children make good progress. The childminder monitors and tracks the development of individual children effectively. She identifies any gaps in their learning and takes swift action to help them catch up.
- The childminder works well with parents to support children's learning and development. For example, she regularly updates them on their children's progress and encourages them to share what they are learning at home.
- The childminder supports children's early understanding of behaviour boundaries and they are well-behaved. For example, she teaches them simple rules for their age and stage of development. Children are confident and independent.
- The childminder regularly increases her professional knowledge to better support children and improve her teaching. For example, she has gained more knowledge of supporting children with additional needs and of the different areas of the curriculum.
- The childminder further extends children's learning environment effectively. For example, children visit a range of places, such as various childcare groups.

It is not yet outstanding because:

- At times, the childminder misses opportunities to support younger children's interest in exploring with a wider range of creative materials.
- Occasionally, the childminder does not provide sufficient opportunities for younger children to develop their early writing skills.

What the setting needs to do to improve further

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

- build on young children's interest in exploring and experimenting with a wider range of creative materials
- provide further support for younger children to develop their early writing skills.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the childminder and the parents at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector looked at parts of the house used for childminding purposes.
- The inspector observed children's play with the childminder and discussed children's learning and progress.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has updated her safeguarding knowledge and she knows what to do if she has any concerns about a child in her care. She carries out regular risk assessments to help minimise any risks to children indoors and out on trips. The childminder forms good relationships with other professionals to help her enhance her teaching practice and monitor the quality of her provision. For example, she regularly meets with local authority workers and professionals from the local children's centre to discuss ways of improving and developing her practice.

Quality of teaching, learning and assessment is good

The childminder regularly observes and assesses children's development and progress. She uses this information to plan for their next steps and to provide good learning experiences. The childminder sensitively joins in with children's play, offering praise and encouragement. She supports children's early understanding of mathematics well. For example, she encourages them to think about the shape and size of pretend fruit as they enthusiastically fill their baskets. The childminder helps children to develop their physical skills effectively. For example, she encourages them to walk and climb up small apparatus. Children enjoy recognising pictures of Father Christmas on puzzles and singing Christmas songs with the childminder.

Personal development, behaviour and welfare are good

Children form strong attachments with the childminder, which helps them feel secure and safe. She meets the care needs of younger children very well. For example, they snuggle up to her when they are tired and tell her they want to sleep. The childminder works closely with parents to support healthy eating. For example, she makes suggestions on what they can provide for healthy lunches. The childminder provides resources and activities which reflect the wider community. For example, she celebrates various festivals with children and teaches them about her own culture. The childminder encourages children to be mindful of their safety. For example, she gives gentle reminders during play, such as not to run inside.

Outcomes for children are good

Children gain the skills they need in readiness for their next stage in their learning. For example, they can feed themselves and indicate when they need to use the potty. Children use play resources and join in activities very well. They are eager and motivated. For example, children enjoy finding out how things work and pushing the buttons of toys on and off to see what happens. They enjoy being read to and skilfully turn the pages of the book.

Setting details

Unique reference number	EY458245
Local authority	Tower Hamlets
Inspection number	1063295
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	2
Name of registered person	
Date of previous inspection	25 October 2013
Telephone number	

The childminder registered in 2013. She lives in Bethnal Green, in the London Borough of Tower Hamlets. The childminder operates from Monday to Friday all year round.

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