

Childminder Report

Inspection date

27 August 2015

Previous inspection date

11 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a strong understanding of safeguarding issues and procedures. As a result, the childminder is clear about her role to promote children's welfare.
- The quality of teaching is good. The childminder has a clear understanding of the Early Years Foundation Stage and plans a broad range of activities to support children's interests. This motivates children's learning and development.
- The childminder supports children's emotional well-being effectively. She has developed good attachments with children. This means that children feel secure and confident in their environment.
- The childminder has a clear understanding of promoting children's good health. She provides healthy foods and water is readily available during the day. This ensures children develop good, healthy eating habits and promotes a healthy lifestyle.
- The childminder has a strong understanding of how to keep children safe. There are good safety measures in place. From a young age, children learn how to keep themselves safe on outings. This is because they are given clear explanations about road safety and awareness of 'stranger danger'.

It is not yet outstanding because:

- The childminder does not always provide age-appropriate opportunities for children to practise 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:

- encourage children to develop their ideas as they make marks with a range of resources, to strengthen their early writing skills.

Inspection activities

- The inspector observed the childminder and children engage in activities.
- The inspector observed children's assessment records and other documentation.
- The inspector held discussions with the childminder about her processes for self-evaluation.
- The inspector held discussions with the childminder about her knowledge and understanding of the learning and development requirements, and the safeguarding and welfare requirements.

Inspector

S Campbell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has a strong understanding of how children learn through play, and they make good progress given their starting points. The childminder uses good listening and modelling techniques to support children's early communication and language development. While children play with modelling dough, she repeats the words children say and asks good, open-ended questions to help them describe how their dough feels. The childminder provides effective opportunities for children to use mathematical language in meaningful ways. As a result, children can describe building a very tall tower. The childminder engages in children's play and allows them to express their creative and imaginative skills. Children enjoy singing nursery rhymes and playing musical instruments. Others pretend to make cups of tea and meals while playing with the toy kitchen. The childminder creates an environment that is rich in promoting positive images so that children develop a strong sense of similarities, differences and customs of others. She displays key words in children's home languages and a map to illustrate their origins.

The contribution of the early years provision to the well-being of children is good

The childminder nurtures children's care and learning well. As a result, young children are secure to play and explore. When they need support she helps them to try new experiences to enhance their learning; for example, playing with musical instruments. Behaviour management is good. The childminder skilfully uses praise to acknowledge children's achievements, which allows children to feel happy about themselves. The childminder shows a good understanding of how to help children when they start school. She writes a report to share with parents and school staff. This means school staff are able to build on children's previous learning and development. The childminder plans a varied range of experiences within the local environment that supports children's physical skills and play; for example, visits to the local farm.

The effectiveness of the leadership and management of the early years provision is good

The childminder demonstrates a strong capacity to maintain improvement. She is clear about promoting children's well-being and safety through detailed risk assessments. She undertakes regular observations and assessments, to support children's next steps in learning and monitor their progress. Overall, she plans thoughtful activities and experiences that reflect areas of learning. The childminder fosters good relationships with parents and they are kept informed of children's care and learning, for example, by using a daily diary and sharing children's developmental records. This actively encourages parents to contribute to children's ongoing assessments.

Setting details

Unique reference number	EY378786
Local authority	Tower Hamlets
Inspection number	908750
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 0
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	11 May 2009
Telephone number	

The childminder registered in 2008. She lives in the Isle of Dogs, within the London Borough of Tower Hamlets. The childminder holds a childcare qualification at level 3.

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