

# Childminder Report

<b>Inspection date</b>	20 January 2016
Previous inspection date	7 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and her assistant are good role models to children. Their friendly and nurturing approach helps children to feel secure, which successfully supports their emotional well-being.
- Children play and learn in a safe and welcoming environment. They make independent choices from a wide range of resources and make good progress in their learning from their starting points.
- The childminder keeps parents well informed about their children's day and the progress they are making in their development.
- Children benefit from regular outings and attend community groups. They mix with other children, develop their social skills and learn about the world around them.
- The childminder carries out daily risk assessments to ensure environments where children learn and play are safe.
- The childminder is reflective of her practice. She is committed to continually monitoring and evaluating her provision and children's progress to ensure she maintains a good service and promotes good outcomes for children.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to encourage children to do things for themselves and achieve their next steps more rapidly.

## What the setting needs to do to improve further

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

- provide more encouragement and opportunities for children to do things for themselves and achieve their goals.

### Inspection activities

- The inspector looked at the areas of the childminder's home that she uses for the care of children.
- The inspector observed practice and the interactions between the childminder and the children during play and daily care routines.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the childminder's self-evaluation, risk assessments and children's learning and assessment records.
- The inspector viewed feedback from parents.

### Inspector

Phyllis Cooper

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are aware of their responsibility to respond to any child protection concerns to help protect children from harm. The childminder promotes children's safety well. She carries out regular risk assessments and teaches children how to keep safe. The childminder regularly reviews her practice and attends training to acquire new skills and further her knowledge. For example, she has made some resources to help support children's literacy and mathematical development. The childminder supports her assistant well in her role, so she is clear about policies and procedures, and meeting children's needs. The childminder has good links with the local schools, which support children's move well. The childminder has good relationships with parents and other childminders, and seeks advice from early years advisors to help her evaluate and improve practice.

### Quality of teaching, learning and assessment is good

The childminder uses information gathered from parents and her observations and assessments successfully to plan and provide children with a good range of activities and learning experiences. Children develop very good language skills. For example, the childminder interacts sensitively and she talks to them while they play, using clear language and simple words. Children have fun singing songs and sharing books. The childminder uses illustrations from posters and books to extend vocabulary well. The childminder helps children learn to solve problems. Children enjoy matching shapes and colours and gain skills that prepare them well for future learning.

### Personal development, behaviour and welfare are good

The childminder is warm and friendly. Children settle well and benefit from strong relationships with the childminder and her assistant. Children independently choose from a wide range of resources. They have a strong sense of belonging and understand the childminder's routines. For example, they know when it is time to go outside and when it is time to wash their hands. The childminder promotes a healthy lifestyle. Children enjoy healthy snacks, which reflect their dietary needs, and they benefit from daily opportunities for fresh air and exercise. The childminder routinely gives children praise and encouragement, helping them develop high confidence and self-esteem. Children learn to respect and celebrate each other's differences through a good range of activities and outings.

### Outcomes for children are good

Children make good progress. They are confident and independent, and prepared well for their next stage of learning and moving on to nursery and school.

## Setting details

<b>Unique reference number</b>	EY219555
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	842567
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 February 2012
<b>Telephone number</b>	

The childminder registered in 2002. She lives in Bethnal Green, within the London Borough of Tower Hamlets. She works from 7.30am to 5pm, Wednesday to Friday, throughout the year. The childminder employs an assistant.

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