

# Childminder Report

<b>Inspection date</b>	27 February 2017
Previous inspection date	28 February 2014

<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

- Children are happy and enjoy the childminder's interactions, as well as her assistant's. They form warm, friendly relationships with them. The childminder and her assistant know how to help children feel secure, while successfully supporting their emotional well-being.
- The childminder provides a stimulating, welcoming environment. She plans interesting, age-appropriate activities. Children concentrate well and are keen to independently explore their surroundings.
- Children develop their physical, language and social skills well and make good progress from their starting points. They have good opportunities to develop their hand-muscle control, such as while creating pictures with different tools.
- The childminder recognises the importance of professional development. She keenly seeks opportunities to develop her knowledge and skills to help improve her practice. For instance, she finds out about current changes in childcare and effectively implements these changes into her setting.

### It is not yet outstanding because:

- The childminder does not gather enough information about children's early achievements to enable her to plan effectively for their learning when they first start.
- At times, the childminder misses opportunities to encourage children to use their home language to help enhance their learning experiences.

## What the setting needs to do to improve further

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

- build on the ways to gather further information about children's early achievements when they first start, to help strengthen plans for their learning
- plan more effective opportunities to encourage children to develop and use their home languages to help enhance their learning.

### Inspection activities

- The inspector viewed the parts of the premises used for childminding, and observed the children and the activities in which they engaged.
- The inspector observed the interactions between the childminder and the children.
- The inspector held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at a range of documentation, including risk assessments, children's records and the childminder's policies and procedures.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is enthusiastic about her role. She evaluates the quality of the setting well and monitors her assistant's practice regularly. She reflects well on the service she provides, identifying her setting's strengths and some areas to develop, to help improve children's outcomes. The childminder acts on feedback from others, such as parents, to help improve the quality of practice in the setting. Safeguarding is effective. The childminder implements clear policies and procedures to keep children safe. She understands her duties in ensuring children's welfare, and knows how to report any concerns if she suspects a child is at risk of harm.

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

The childminder and her assistant support children well while they play. For instance, they join in and demonstrate how to use resources to help support children's independence. Children enjoy role-play experiences, including pretending to make tea in the 'home corner'. Children share their ideas and develop their creative thinking well. The childminder provides children with enjoyable opportunities to develop their language skills. For instance, she and her assistant sing rhymes with children to help develop their vocabulary and speech. The childminder assesses children's abilities effectively and knows them well as individuals. She observes them regularly and plans meaningful experiences to support their particular needs and next steps in their learning. The childminder generally works with parents well. For example, she keeps them informed about the activities she provides and children's care routines.

### Personal development, behaviour and welfare are good

Children are safe and behave well. The childminder acts as a good role model to children to help them learn how to behave appropriately. For example, she reminds children of the rules to teach them how to keep themselves safe, including not jumping on furniture. Children have good opportunities to learn about diversity. For instance, they play with resources that reflect each other's backgrounds to help them value and respect everyone's uniqueness. The childminder supports children well to develop an understanding of good hygiene practices. For example, she teaches them to wash their hands before eating. Children eat nutritious foods and learn about healthy lifestyles. Furthermore, they are active and develop their physical skills, to support their well-being.

### Outcomes for children are good

All children make good progress and learn a range of skills that prepares them well for their future learning and school. Children develop their social skills well. For instance, they learn how to interact with others and share. They communicate and listen well. Children enjoy looking at books, handling them carefully, while talking about the pictures.

## Setting details

<b>Unique reference number</b>	EY422063
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	1069047
<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>	2 - 3
<b>Total number of places</b>	11
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 February 2014
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the London Borough of Tower Hamlets. The childminder provides all-day care on Monday to Friday, for 44 weeks of the year. She holds an appropriate early years qualification at level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

