

Childminder Report

Inspection date

21 November 2017

Previous inspection date

9 June 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 successfully promotes children's safety, welfare and learning. He makes good use of records, policies and procedures in the setting. This helps ensure all legal requirements are met, and parents are well informed of the service offered.
- Children are happy, settled and relaxed. They make good progress in their learning and development. The childminder provides suitably challenging activities to meet their learning needs.
- The childminder has met previous recommendations well. He engages parents well in helping to identify areas for improvement and has increased the focus on mathematics.
- Children's behaviour is managed well. They receive consistent praise and recognition for their achievements. They have high levels of self-confidence and self-esteem.

It is not yet outstanding because:

- The childminder does not gather initial information from parents about their children's achievements at home to enable him to target activity planning as early as possible. Arrangements to share information about children's ongoing progress are effective.
- The childminder welcomes the support of the childminding network group and the local authority adviser. However, overall, he does not focus sharply on identifying ways to continually enhance his skills and knowledge.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to share information about their children's learning at home when children start, to complement the settling-in observations and inform forward planning
- focus more precisely on professional development plans to continually enrich the quality of the service offered.

Inspection activities

- The inspector observed children engaged in activities and viewed a broad range of play resources.
- The inspector observed the interaction of the childminder with the children, and spoke to the childminder, the co-childminder and children at appropriate times.
- The inspector engaged with the childminder to observe children as they played, and explored how he organises the day to meet children's care, learning and development needs.
- The inspector viewed documentation and the methods the childminder uses to review his practice, and looked at a range of individual records to support children's welfare and development.
- The inspector took account of the views of parents, personally at the inspection and through recent written feedback provided for inspection purposes.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of his responsibility to act on any concerns about a child's welfare. He and his co-childminder complement each other well in the day-to-day operations of the service they provide. This contributes well to consistency in the care and learning opportunities provided. Parents appreciate the breadth of experiences their children have in the care of the childminder. He uses various systems to keep parents informed daily. All required assessments of children's development are undertaken with parental participation.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of play experiences that support their learning and development. The childminder effectively promotes children's communication and language skills in English, and their home language if this is not English. Young children communicate as they play, and they feel secure in using the developing new language. The childminder plays alongside children and uses appropriate questions, explanations and mathematical language to support their developing understanding and skills. He continuously uses his observations to effectively assess children's progress. He ensures that activities offer appropriate challenge to move them on in their learning.

Personal development, behaviour and welfare are good

The childminder creates a safe, secure and inviting environment. Children have formed extremely close attachments to the childminder, the co-childminder and each other. They are settled and display a strong sense of belonging. The childminder creates a stimulating environment. For example, children have easy access to additional play materials to make choices of their own. Children's physical skills and well-being are effectively supported. For example, children engage in a rich range of daily outdoor play and educational learning experiences in the local community and beyond. The childminder provides children with a good range of healthy foods and drinks, which helps promote a healthy lifestyle.

Outcomes for children are good

Children make good progress to help them be prepared for starting school. Children demonstrate good levels of independence for their ages, such as feeding themselves and helping to set out play. They learn how things operate, such as magnets and locks. Children enjoy looking at the rich range of books and print on display, promoting their interest in early reading and writing.

Setting details

Unique reference number	EY387665
Local authority	Tower Hamlets
Inspection number	1093708
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	3
Number of children on roll	2
Name of registered person	
Date of previous inspection	9 June 2015
Telephone number	

The childminder registered in 2009. He lives in Bow, in the London Borough of Tower Hamlets. He is available to care for children from Monday to Friday, throughout most of the year. The childminder receives funding to provide free early education for two-, three- and four-year-old children. He works with another childminder at the same premises.

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Piccadilly Gate
Store St
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