

Inspection date	20 January 2015
Previous inspection date	21 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are effectively protected from harm as the childminder demonstrates secure safeguarding knowledge.
- The quality of teaching is good. The childminder uses her knowledge of the children in her care to plan an exciting educational programme that is tailored to meet their individual learning needs.
- Children form close relationships with the childminder and her family. Children are expertly supported in their emotional well-being by the childminder offering them constant praise and encouragement.
- Children develop secure knowledge about keeping healthy and taking risks as the childminder is confident about their abilities, providing them with opportunities to consider their own safety.
- The childminder is committed to providing a good quality childcare provision. She completes appropriate training and keeps abreast of changes to practice.
- Partnerships with parents are strong. The childminder communicates effectively with parents and involves them in their children's learning and development.

It is not yet outstanding because:

- Partnerships with other early years settings which children attend, are not robust enough to enable the childminder to complement the learning that takes place in other aspects of children's lives.
- The childminder does not always fully extend children's knowledge of the wider world through appropriate resources, books and the celebrations of festivals and special events.

What the setting needs to do to improve further

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

- strengthen current arrangements for working in partnership with other early years provisions, which children attend, to provide opportunities for more effective communication to complement the learning that takes place in other areas of children's lives
- review children's opportunities to explore the wider world with regards to people's cultures, religions and beliefs, for example, through appropriate resources and activities to celebrate festivals and special events in children's lives.

Inspection activities

- The inspector observed activities in the childminder's lounge and conservatory, and viewed all areas of the childminder's home used for childminding purposes
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of records, including children's details, information about children's learning and development, accident and medication records, written policies and a selection of other documentation.
- The inspector looked at evidence that all adults living on the premises have had their suitability checked and viewed the childminder's training certificates.
- The inspector took account of the views of parents shared through written letters of reference and testimonials.

Inspector

Lynn Hughes

Inspection findings

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

The childminder provides children with a good range of planned and freely chosen learning experiences across all seven areas of learning. She uses her secure knowledge of the children in her care to provide activities that are tailored to their interests. For example, the childminder uses children's interest in cars and vehicles to promote counting, sorting and colour recognition. Children's language skills are effectively promoted by the childminder repeating familiar words, encouraging children to name objects and introducing new vocabulary, such as naming the animal stickers being used to create a sticking picture. Some resources and activities enhance children's knowledge of cultural celebrations. However, these activities are not fully maximised to provide opportunities for children to explore a wide range of cultures or religions. The childminder and parents regularly exchange effective communication to ensure children's learning is supported well at home.

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

Children have caring and positive relationships with the childminder. They approach her for cuddles and reassurance, and enjoy the interaction they receive from her. The childminder recognises the importance of promoting children's emotional well-being and does this through the effective use of praise and encouragement. For example, she regularly reminds them how clever they are. Children's beaming smiles, in response to this praise shows that they feel secure and valued in the childminder's care. The childminder actively promotes children's health and well-being through a healthy diet and through regular access to fresh air and exercise. Children learn to take risks, for example, when they use safety knives to cut fruit for their snack. The childminder makes good use of toddler groups to enhance children's social skills and to prepare them for their next stages of learning.

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

The childminder has a good understanding of how children learn. The childminder's systems for assessing children's learning enables her to keep a sharp focus on children's progress and development. The childminder ensures children remain safe in her care through effective risk assessment. Children are well protected from harm as the childminder demonstrates secure knowledge of her responsibilities with regards to safeguarding children. All adults living on the premises have had their suitability checked and visitors to the childminder's home are monitored. The childminder uses reflective practice to review and evaluate her provision and involves parents in this process to secure her continuous improvement. Partnerships with parents are secure. However, partnerships with other early years settings which children attend, are less well established. This means there are further opportunities to strengthen these partnerships to enable the childminder to fully complement children's care and learning needs.

Setting details

Unique reference number	251215
Local authority	Suffolk
Inspection number	866499
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	21 January 2009
Telephone number	

The childminder was registered in 1999. She lives with her husband and two adult children in Ipswich. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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