

<b>Inspection date</b>	2 February 2015
Previous inspection date	23 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's learning is purposefully promoted. The childminder has secure knowledge and understanding of how children learn through supported child-led play and free exploration. The childminder effectively adapts her teaching, ensuring activities provide sufficient challenges and are tailored to meet the individual needs of each child.
- Children form warm, caring relationships with the childminder. This means they are confident, happy and sociable and have a firm base from which they make good progress in their learning.
- The childminder develops trusting relationships with parents to support children's well-being effectively.
- The childminder provides a safe and welcoming environment. Children in her care learn to become independent, confident communicators and develop their self-care skills, in preparation for school.

### It is not yet outstanding because:

- The childminder has yet to successfully engage all parents in the planned learning for children, so they can work together to meet children's learning and developmental needs.
- The childminder does not always effectively use the links she has with other settings the children attend, to share detailed information regarding the children, to secure a consistent approach to their learning and development.

## What the setting needs to do to improve further

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

- consider further ways to involve parents in the learning and development of their children, by offering them opportunities to contribute to individual learning plans and providing ideas linked to identified next steps, so that parents are able to support children's progress at home
- build stronger links with other settings that children attend, to more effectively share information about individual children's needs and secure a shared approach to promoting their learning and development.

### Inspection activities

- The inspector observed activities in the rooms where children play and accompanied her when taking children to pre-school.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through information included in the childminder's own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

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

The childminder has sound understanding of how to support children's learning and development. She routinely observes children's play and makes accurate assessments of their capabilities. This enables her to plan activities that are tailored to the children's individual needs and interests. As a result, children are motivated to learn and make good progress. Children are supported well to become confident communicators. The childminder provides lots of individual time and attention. She is able to focus her teaching for the older children on developing key skills in readiness for school entry. For example, she plans activities that develop coordination for pre-writing, counting, colour matching and letter recognition. Children are encouraged to try themselves and persist in their chosen activity, so they are proud of their achievements. The childminder talks to parents about their children's progress and offers some opportunities for them to contribute their views. However, she has not been successful in engaging all parents to share in the planned learning for their children, so they can support progress even further at home.

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

Children have positive relationships with the childminder; they enjoy her praise and reassurance and go to her for support. She provides settling-in sessions and gathers detailed information on routine and care needs, particularly for babies, before children start. This means children settle quickly and their needs are met. The childminder promotes a healthy lifestyle. She takes the children out for walks in the woods or to play in the park, so they learn to enjoy physical exercise in the fresh air. Parents are encouraged to provide healthy lunchboxes and children's health needs are well met. The childminder helps children to develop a good understanding of the diverse community and the needs of others. They learn to behave well, share and play cooperatively through her guidance. As a result, children are developing a positive attitude to others and to learning, helpING them to get ready for their move onto pre-school or school.

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

The childminder implements the learning and development requirements well and keeps children safe. She checks her home daily to ensure potential risks are minimised and teaches children how to keep themselves safe during routine daily activities. For example, they know to hold her hand while walking across the car park. The childminder is committed to continually developing her practice. She uses the views of parents and children to help her identify aspects for improvement. In addition, she regularly meets with other local childminders to share practice and uses many new ideas in her setting, to extend the opportunities for children's learning. Partnerships with parents are generally effective in supporting children's learning, as they exchange information daily. The childminder takes children to and collects children from the local pre-school. However, there is scope to share further information on the children's learning and progress, to promote a more consistent approach from all those caring for the children.

## Setting details

<b>Unique reference number</b>	EY255781
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	877531
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 March 2011
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Brandon, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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