

Childminder Report

Inspection date	12 May 2015
Previous inspection date	18 June 2012

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

- The childminder takes children to a wide range of organised groups and outings in the community, regularly travelling by public transport. This enables them to develop a good understanding of the world and be physically active. It also extends their personal, social and emotional skills, as they meet and play with other children.
- Children are very happy and settled with the friendly childminder. She offers a caring and nurturing environment for them. They enjoy her sensitive interaction in their play and turn to her for reassurance when required. Consequently, their well-being is effectively promoted, as she builds secure attachments with them.
- The childminder has a good knowledge of safeguarding procedures and practice. As a result, appropriate action is taken to minimise risks and to keep children from harm.
- The childminder develops strong relationships with parents who are highly complementary of the service she offers. The childminder ensures that they are fully informed of their children's day and development. There is an effective two-way flow of information to aid children's care and learning.
- The childminder teaches children to understand that print conveys meaning to enhance their literacy development. For example, she shares her extensive range of books with them and displays clear labels around her home. Children thoroughly enjoy her storytelling. She helps them to understand the flow of reading by moving her finger under each word from left to right on the pages.

It is not yet outstanding because:

- The childminder does not consistently provide children with opportunities to fully develop their language skills, such as giving them more time to practise the new words they learn.
- The childminder does not always help children to fully develop their independence, particularly with their hygiene routines.

What the setting needs to do to improve further

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

- extend children's early language skills by consistently talking more slowly, in order for them to clearly hear new words in context, and provide enough time for them to use these as part of their play
- maximise the opportunities for children to be independent, particularly with regard to managing their own hygiene, for example, by consistently encouraging and supporting children with wiping their noses.

Inspection activities

- The inspector observed a range of play activities inside, and spoke to the childminder and children at appropriate times.
- The inspector looked at children's development records, evidence of the childminder and adults who live at the premises, a selection of policies, safety procedures and required documentation.
- The inspector viewed the areas of the childminder's home and garden that are used by children.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

Inspector

Lorraine Pike

Inspection findings

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

The childminder's detailed observations and accurate assessments of children's achievements enable her to precisely identify their next steps in learning. Children engage in a wide range of interesting learning experiences, which the childminder plans effectively to reflect their interests and individual styles of learning. As a result, they make good progress in readiness for school. Overall, the quality of teaching is good. Children build upon their emerging vocabulary. This is because the childminder uses a lively tone of voice to introduce them to descriptive words, such as 'soft' and 'wet' as they explore the texture of foam with their hands. However, occasionally she speaks quickly, not always giving children enough time to clearly hear or practise the new words they learn in their play. Children are highly motivated and persevere at challenging tasks. This is because the childminder provides children with consistent praise for their efforts. As a result, they work out, through trial and error, the correct shaped key to open the door on an activity toy.

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

Children choose from a wide range of good-quality toys and activities. These are easily accessible and effectively organised within a dedicated room. Children understand how to keep themselves safe, as the childminder uses gentle reminders and age-appropriate opportunities to help them assess their own risks. For example, she encourages them to carefully carry their choice of toys into the living room. The childminder is a good role model. She helps children understand positive ways to behave, using calm explanations and clear demonstrations. The childminder plans some specific activities to encourage children to develop an independent hygiene routine. For example, they learn how to brush their teeth after eating and wash their own hands. However, opportunities to support children's self-help skills further are missed. For example, the childminder does not consistently encourage children to wipe their own noses, in order to further promote their independence in personal hygiene.

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

The enthusiastic childminder has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage. She demonstrates a strong commitment to continuing to develop her knowledge. For example, she completes regular training and shares good practice with a network of other childminders. As a result, the childminder now has an enhanced understanding of how babies' brains respond to effective stimulation from a very early age. She has fully considered this within her continuous reflective practice and monitoring of educational programmes. For example, the childminder now maximises daily routines, such as tidying toys away with children, to introduce mathematical ideas, such as sorting them into the correct containers. A clear vision for improvement supports children's achievements over time. For example, she plans to increase the range of fruit and vegetables that children grow in her garden, to further enhance their understanding of growth and healthy eating.

Setting details

Unique reference number	EY266051
Local authority	Suffolk
Inspection number	1010376
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18 June 2012
Telephone number	

The childminder was registered in 2003 and lives in the village of Stanton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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