

Childminder Report

Inspection date

29 May 2015

Previous inspection date

2 February 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		Outstanding	1
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 has a sound knowledge of how children learn. She uses this to provide challenging and exciting experiences for the children that are tailored to their individual learning needs. As a result, all children make good progress in their development.
- The childminder forms exceptional caring bonds with the children. She demonstrates a heartwarming respect and love for the children, which they reciprocate eagerly. Consequently, children are extremely well settled and show high levels of confidence in their play and interactions.
- Children develop excellent skills for independence. The childminder encourages them to help prepare snack by cutting up fruit, serving food to each other, dressing themselves and using the toilet independently. As a result, children are very well prepared for the next stage in their development, including the move to school.
- The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. Her policies are robust and support her knowledge of child protection procedures.
- The childminder forms successful partnerships with other childminders. She regularly attends the local childminding group to share ideas for good practice. She continues to improve her practice by keeping up to date with current guidance and legislation.

It is not yet outstanding because:

- The childminder's way of checking children's development is not yet sharply focused enough, to enable children to make the best possible progress.
- The childminder does not always share information with the other early years settings that children attend. As a result, her assessments do not include the views of all those involved in the children's learning.

What the setting needs to do to improve further

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

- enhance systems in place for checking children's individual progress so they are more sharply focused and targeted, to enable gaps in learning to be identified more swiftly
- build on relationships with other early years settings by sharing more in-depth information about children's development and planning, so that children benefit from more consistency in their learning.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments and viewed all areas of the home used for childminding purposes.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector viewed parents' feedback from testimonials.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures and evidence of the suitability of the childminder and other household members.

Inspector

Daniella Tyler

Inspection findings

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

The childminder plans activities that spark children's imagination and curiosity to find out about the world around them. She gets to know them well through regular observations and knows that planning activities around children's interests will help them to make good progress. The childminder supports children's mathematical development well. She encourages children to look at different-sized pictures of their favourite cartoon characters. The childminder encourages them to use language, such as 'bigger' and 'smaller', and place the pictures in size order. She encourages children to develop their knowledge about life cycles. The childminder uses their interest in crafts to decorate plant pots and then plant sunflower seeds. She skilfully asks them questions about what they need for their plants to grow. Children respond eagerly, explaining they need sun and water. Consequently, children develop good communication and learn how to solve problems. The childminder oversees children's development and accurately assesses what they can do. However, the way in which she checks children's progress is not sharply focused enough. Therefore, it does not always identify minor areas where providing children with even more support, would help them to make the best possible progress.

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

The childminder provides an extremely exciting and stimulating environment indoors and outdoors. Children confidently move between the different rooms and the garden, independently accessing an excellent range of resources. They develop excellent social skills and use superb manners, such as 'excuse me please'. This is because the childminder has high expectations of children's behaviour. Children develop exceptional skills when communicating with others and when they are faced with new social situations. They have brilliant opportunities for fresh air and physical exercise. They go on daily walks, engage in activities, such as football, and visit soft-play centres regularly. The childminder has pet guinea pigs. She encourages the children to be kind to the animals and to develop care and consideration for other living things.

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

The childminder has a good understanding of the learning and development requirements and keeps children safe. Her risk assessments of her premises and outings ensure that children are protected from harm. The childminder regularly evaluates her practice and the impact this is having on children's learning. She does not have any relevant childcare qualifications as she was registered before she needed to have them. Despite this, she holds a first-aid certificate and attends regular training that is relevant to the children who attend. The childminder recently attended training around supporting two-year-old's play. This enabled her to implement more activities that were tailored to the younger children's needs. The childminder has formed successful relationships with the other settings that children attend. However, she has not shared information, such as assessments and planning, to further enhance and complement the learning opportunities she provides.

Setting details

Unique reference number	251274
Local authority	Suffolk
Inspection number	866504
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	17
Name of provider	
Date of previous inspection	2 February 2009
Telephone number	

The childminder was registered in 1999 and lives in Bramford, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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