

# Childminder Report

**Inspection date**

8 June 2015

**Previous inspection date**

10 March 2009

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

## Summary of key findings for parents

### This provision is good

- Children are active and inquisitive learners who enjoy their play. This is because the childminder places high priority on adapting a wide range of interesting activities for all ages of children, that reflect their interests and learning styles. As a result, all children make good progress and acquire a wealth of skills required for the next stage in their learning.
- The childminder has very strong and warm relationships with the children she cares for. She encourages children to be considerate to others and make friends. Children are happy and settled in her company. As a result, the childminder supports the children's emotional well-being extremely well.
- The childminder skilfully promotes children's emerging language skills. She engages them in conversations throughout their play and models new words and phrases, to broaden their vocabulary. Her gentle questioning encourages children to share their ideas and extend their thinking and problem-solving skills.
- The childminder promotes children's health and safety well. She has a secure knowledge of safeguarding issues and supervises children well, in order to keep them safe.
- Partnerships with parents and other providers are very well established. Information is frequently shared. This contributes to ensuring continuity in children's learning and care between the different settings they attend.

### It is not yet outstanding because:

- The childminder does not gather precise information from parents about children's learning when they first start, that enables her to sharpen her starting points for assessment.
- The childminder does not always provide a wide range of natural, open-ended and household materials for children to use creatively in their play.

## What the setting needs to do to improve further

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

- enhance strategies for parents to provide information to strengthen arrangements for identifying children's starting points
- enrich the opportunities for children to explore and think more creatively, by increasing the range of natural materials and open-ended resources available for them to use in a variety of ways.

### Inspection activities

- The inspector observed activities in the rooms where children play and in the garden.
- 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 written comments in their children's assessment records and information included in the childminder's own parent and children's 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**

Children are articulate, confident and competent learners. This is because the childminder knows their abilities and provides children with a range of stimulating activities and outings, that ignite their interests and promote their learning well. The childminder uses a variety of teaching methods, such as demonstrating how to do things and giving children guidance as they play. This helps to consolidate their learning and engage children in what they need to learn next, so that they make good progress. The childminder sensitively involves herself in children's play. She asks questions that help children think and use their imagination. Consequently, children are motivated and excited to learn, which promotes their self-esteem and confidence. Children enjoy role play, pretending to be a doctor or to care for a baby. They carefully select appropriate resources to add to their play. However, the range of resources available does not routinely include open-ended resources which children can use creatively, move and combine in a variety of ways. Parents contribute to children's ongoing assessments and progress records. However, they are not always asked to contribute to children's starting points for learning, so the childminder can make an accurate assessment of what children already know and can do on entry to her setting.

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

The childminder values children highly as individuals and warmly welcomes them into her home. She works closely with parents to settle new children and responds sensitively to children's physical and emotional needs. Children behave well because they are kept fully engaged in play and are supported well by the childminder. Her good role modelling and gentle reminders, encourage children to take turns, share resources and use good manners. Children gain good social skills and an awareness of the wider world through visits to community groups and outings in the local environment. Their good health is actively promoted. Children thoroughly enjoy being outside in the fresh air, exploring and playing in the childminder's garden. Their physical skills are developed as they run about, ride small wheeled toys or climb with increasing control. The childminder gently teaches children self-care skills, such as washing their hands and they are eager to help her prepare their healthy snack.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Policies and procedures that support children's health, safety and well-being are in place and are successfully implemented. The childminder keeps check on children's progress and the activities they take part in. This helps children to make good progress in their learning. The childminder regularly obtains the views of parents and children to reflect on her practice and the overall service that she provides. Written feedback is very complimentary. She attends training and meets regularly with other childminders, so that ideas of best practice are shared. As a result, the childminder makes continual improvements to her provision.

## Setting details

<b>Unique reference number</b>	251373
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866511
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 March 2009
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in Beccles, Suffolk. She operates term time only, Monday to Thursday from 7.30am to 5pm.

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