

# Childminder Report

**Inspection date**

12 June 2015

**Previous inspection date**

27 May 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

- The children make good progress in their literacy and mathematics skills. They competently recognise letters and sounds as they take part in a matching game. Children order numbers and effectively use positional language in a counting activity. These important skills support children in being ready for school.
- Children are motivated, enthusiastic and eager to learn, as the childminder provides interesting and stimulating activities across all areas of learning. The childminder enthusiastically joins in with children to support and motivate them in their learning.
- Children build secure emotional attachments with the childminder. They confidently ask for support when necessary and respond well to the childminder's consistent approach.
- The childminder is a good role model, and demonstrates care and respect. He is calm and consistent, and encourages children to share and take turns. This reflects positively in children's behaviour.
- The childminder is well qualified and committed to ongoing professional development. He uses his knowledge and skills to reflect on practice, such as improving his teaching methods, to support children's learning further.

### It is not yet outstanding because:

- The childminder has not yet adopted successful strategies to consistently engage all parents in their child's learning to support continuity between both the setting and home.
- The childminder sometimes misses opportunities to support children's independence skills, such as at snack time, or when preparing themselves to go out in all weathers.

## What the setting needs to do to improve further

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

- devise even more successful strategies for engaging all parents in children's learning, offering a consistent approach to better support children's development both at home and in the setting
- promote children's independence even further, by providing more everyday opportunities for children to develop skills, such as preparing food at snack time or when getting ready to go outside.

## Inspection activities

- The inspector observed activities, both indoors and outdoors, and jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector looked at activity planning documentation, records of children's learning, and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder, and viewed his self-evaluation form.

## Inspector

Julie Meredith-Jenkins

## Inspection findings

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

The childminder provides a communication-rich environment, both indoors and outdoors. Children confidently share stories about home and school and special events in their life. The childminder repeats words back to support children's understanding of language; as he skilfully uses questions to extend their language skills. For example, children talk about bees and consider how they take pollen back to the beehive to make honey. The childminder is competent in sustaining children's attention and concentration as they share a story together. He allows children time to describe what they see and to discuss the story. The childminder uses resources effectively, such as real tools to repair bikes and scooters outside, therefore, prompting further exploration. The childminder regularly observes children, and gets to know them and their abilities well. As a result, he provides interesting and challenging activities that children are keen to engage in. He is skilled in knowing when to offer support and when to stand back to enable children to be creative.

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

Children's health and safety is of the utmost priority. The childminder supports children in adopting healthy lifestyles. He encourages them to drink water regularly and eat healthily. The childminder models good practice by putting on sun cream before they go outside. However, sometimes he misses opportunities to support children's independence further. For example, they are not always encouraged to rub in their own sun cream or help prepare snacks. Children have daily opportunities for outdoor play, such as riding bikes, to support their physical development. Children learn how to stay safe when out and about as they are taught about road safety. The childminder has effective strategies to support children's well-being when starting at the setting. He offers flexible settling-in sessions to meet the needs of children and their parents. He works closely with schools to support transitions, meeting with the teacher to share information and promote continuity.

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

The childminder has a good knowledge of all the legal requirements. He has a thorough set of policies and procedures to support his good practice. The childminder has a secure knowledge of how to keep children safe. He is aware of signs and symptoms of abuse, and how to report his concerns, following correct procedures. The childminder effectively tracks all children's progress in their learning. As a result, he quickly identifies children's individual needs, and secures timely interventions. The childminder works effectively with other professionals to support children. He uses other professionals' skills and knowledge to enhance his own and to provide additional support for children. The childminder works effectively with parents and regularly shares information with them about children's learning and development. However, he has not yet developed successful strategies with all parents, to effectively promote children's learning between their home and his setting. The childminder regularly evaluates his practice to secure improvements, therefore, enabling children to make good progress.

## Setting details

<b>Unique reference number</b>	EY318099
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	862282
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 May 2009
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in Brampton, Suffolk. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 4. He provides funded early education for two-, three- and four-year-old children.

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