

Childminder Report

Inspection date	3 July 2015
Previous inspection date	7 July 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		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

- Children have regular opportunities to develop their early writing skills. They engage in fun activities where they begin to recognise some letters. As a result, children are making good progress in their literacy skills. This prepares them well for school.
- The childminder knows all of the children in her care well. She plans exciting opportunities for children that cover all areas of learning. She is skilful in adapting activities to meet children's individual needs, such as using simpler language for younger children.
- The childminder has a good understanding of how to keep children safe. She carries out regular checks of her premises to ensure that children are kept safe and secure. She teaches children how to keep themselves safe. For example, she encourages them to move hazards away from the bottom of the slide.
- The childminder is committed to her ongoing, professional development. She regularly attends training courses and uses her new knowledge and skills to improve her practice.
- The childminder consistently and accurately monitors the activities she provides and individual children's progress in learning. This means she is able to quickly identify any gaps in their learning and target them effectively.

It is not yet outstanding because:

- The childminder does not fully promote a shared approach to children's learning with parents. She does not consistently share precise information about what children are learning or their next steps in learning.
- The childminder does not always build on opportunities to promote children's natural curiosity and engagement. Children are not always supported in becoming more deeply involved in an activity.

What the setting needs to do to improve further

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

- strengthen the ways in which information is shared with parents, in order to consistently engage them in supporting children's learning in the setting and at home
- promote children's natural curiosity and engagement during activities so that they become absorbed in their learning.

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 records of children's learning and a selection of other documents, including policies, risk assessments and medication and accident records.
- The inspector checked evidence of the suitability and qualifications of the childminder and viewed her 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

Children are enthusiastic learners. They learn to count as they happily splash balls in water. They recognise and match colours as the childminder encourages them to collect balls of similar colours. The childminder asks questions to extend children's learning and is skilful in allowing them time to think before they answer. However, sometimes children lose focus and move too quickly on to other activities as the childminder introduces more resources. Opportunities are missed to extend learning and develop children's natural curiosity and engagement, such as looking at the effect the sun has on their wet footprints. The childminder shares information with parents about the progress check she carries out for children between the ages of two and three years. However, she does not yet make the most of opportunities to consistently build on children's learning between home and her setting. She has not shared precise information about children's current learning or what she has planned for their next steps in learning.

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

Children have developed secure, emotional attachments with the childminder. They enjoy playing alongside her as they splash in the water. She is kind, caring and responds quickly to children. Children are confident of her response as they involve her in a game of throwing balls to each other. On arrival, children choose from a wide range of resources and decide if they want to play inside or outside. This supports their self-esteem and means they become confident in making choices. The childminder is a good role model and, as a result, children behave well. They learn to share, be kind and involve all children in their play. Children are encouraged to eat healthily and are reminded to drink regularly. The childminder encourages them to access their drinks independently. Children have regular opportunities to play outside. They climb and slide on the large play equipment in the childminder's garden. They also make regular visits to the park to further develop their physical well-being.

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

The childminder has a good understanding of how to keep children safe from harm. She is aware of the signs and symptoms of abuse and has effective procedures in place to follow should she have a concern about a child. The childminder has a thorough set of policies and procedures to support her good practice, which are regularly updated. The childminder reviews her practice in order to secure future improvements. She seeks the views of parents who are very complimentary about the service she provides. The childminder regularly meets up with other childminders, in order to keep up to date and share good practice. She uses opportunities in the local area, such as the library, to enable children to use information technology equipment. She visits toddler groups to support children's social skills and confidence. These opportunities further enhance children's learning. The childminder takes on ideas from the local school, such as when supporting children to begin to recognise letters. This provides continuity in children's learning.

Setting details

Unique reference number	EY299143
Local authority	Suffolk
Inspection number	861679
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	7 July 2009
Telephone number	

The childminder was registered in 2005 and lives in a village in Lowestoft. She operates all year round from 8am to 6pm each weekday, except for Tuesdays, bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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