

# Childminder Report

**Inspection date**

14 July 2015

Previous inspection date

22 June 2010

<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

- Teaching is good. Children's communication and language development is fully encouraged because the childminder plans a range of activities that encourage children to speak and listen. She promotes the good use of books and regularly introduces new words and vocabulary during stories.
- Children's personal, social and emotional development are well promoted through regular praise and encouragement. All children make strong bonds with the childminder and each other, which demonstrates that they are happy and settled.
- Children's physical development is good. The childminder provides opportunities for outdoor play and exercise on a daily basis, such as through planned activities and visits to local parks and woodland areas.
- Partnerships with parents and carers are good. The childminder provides parents with written information to ensure that children are supported in their move from home and on to school. As a result, children's learning and development are consistently encouraged because information sharing is regularly encouraged and communication is well promoted.
- The childminder promotes children's well-being because she ensures that they are safe in her home and when on outings. She regularly completes a range of risk assessments and talks to children about staying safe. Consequently, she protects the children in her care.

### It is not yet outstanding because:

- Children's understanding of mathematical concepts, such as shapes and patterns, is not consistently maximised.
- Opportunities for children to make independent choices about their play are not consistently promoted.

## What the setting needs to do to improve further

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

- extend opportunities for children to talk about mathematical shapes and patterns as they play
- enhance opportunities for children to make choices about their play.

## Inspection activities

- The inspector observed general play in the childminder's home. She talked with the childminder and children at appropriate times throughout the inspection.
- The inspector discussed how the childminder reviews and evaluates her setting to make improvements. The inspector took into account the views of some parents spoken to during the inspection. She also read a range of written references that were made available during the inspection.
- The inspector looked at evidence of the suitability of the childminder and her family members and a range of other documentation, including the childminder's first-aid certificate. She also viewed some of the childminder's written policies and procedures.
- The inspector talked with the childminder about the observations and assessments she completes in relation to children's play, learning and progress.

## Inspector

Jo Rowley

## Inspection findings

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. Children's progress and achievements are good, given their starting points and capabilities. Teaching is strong because the childminder makes effective use of observations and assessments. As a result, children enjoy a range of interesting and enjoyable activities that support them in acquiring the skills they need for school. Children are challenged as they play because the childminder extends their learning. She asks challenging questions and ensures that they have sufficient time to respond. However, occasionally the childminder does not always fully promote children's mathematical development. For example, children are excited as they build towers but the childminder misses the opportunity to talk about the patterns they create or the shapes they use. Children use their imaginations well and are encouraged by the childminder as they create their own games with a range of small-world resources.

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

Children learn about good hygiene procedures as they take part in routines that promote healthy lifestyles. The childminder talks to children about toilet training and follows good procedures when changing nappies. Children are provided with a range of nutritious food and balanced meals that are in line with their dietary needs and their parents' requests. Children are confident and their emotional well-being is well supported. Babies are settled and have their care needs met with effective handover discussions with parents. Babies smile happily on arrival as the childminder greets them with a genuinely warm welcome. Children access toys that are age and stage appropriate and the childminder regularly changes these to provide variety. However, there are vast amounts of toys and resources stored in other areas that children are not able to access independently. This means that they only make choices from those they can easily reach.

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

The childminder safeguards the children in her care. She is aware of the signs and symptoms of abuse and knows who to contact if she has a concern about a child's well-being. Furthermore, she has the required first-aid certificate and records children's hours of attendance. As a result, the childminder meets the safeguarding and welfare requirements. The childminder evaluates the activities she plans for children. She adapts them well for differing abilities and changes these appropriately if they do not support children to make good progress. The childminder regularly reads book and uses the internet to update her knowledge and practice. She attends training and communicates effectively with staff working in other early years childcare settings to improve her practice. She monitors the progress children make by regularly using approved guidance. Consequently, the childminder identifies potential gaps and changes her practice to minimise these.

## Setting details

<b>Unique reference number</b>	EY297858
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	861630
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 June 2010
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Risby. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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