

Childminder Report

Inspection date

3 August 2015

Previous inspection date

9 February 2011

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

- The childminder organises her setting well to ensure that the legal requirements are met. She reflects on her practice to consider the quality of care, teaching and learning. She reviews and adapts activities to ensure that they meet children's individual needs.
- The childminder observes children as they play and evaluates her observations effectively. She is fully aware of where each child is in their learning and what she needs to do to support their continuing progress.
- Children feel happy and safe in this friendly and welcoming childminding setting. They readily separate from their main carer and enjoy the childminder's cuddles and praise.
- Children behave well and respond positively to the childminder's high expectations. They cooperate with each other and readily share popular toys and resources.
- The childminder gives good priority to supporting the development of children's speech and language skills. She responds well to the babbles and gestures of babies and engages older children in conversation, supporting them to become confident communicators.

It is not yet outstanding because:

- Parents are not consistently supported to remain actively involved in their children's learning and share more information about what their children know and can do.
- Children do not have enough opportunities to handle and investigate objects, materials and textures as they explore the natural world.

What the setting needs to do to improve further

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

- support the sustained engagement of all parents, in order to encourage them to share more of what they know about their children and be more actively involved in planning for their children's learning
- support children's developing awareness of the natural world, extending the opportunities to use their senses to discover, explore and investigate natural and found objects.

Inspection activities

- The inspector observed activities in the lounge/dining area and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector evaluated a planned activity with the childminder.
- The inspector looked at records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability of all household members, the childminder's qualifications and her self-evaluation.
- The inspector spoke to a parent and took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

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

Children make good progress in their learning and develop the skills necessary to be ready for school. The childminder knows the children well. She observes them as they play and understands what she needs to do to support their continuing progress. Any gaps in learning are identified and managed. Children are motivated and eager to learn. Teaching strategies match children's needs and the childminder plans interesting activities that are readily adapted. All children are able to participate at their own level. The childminder provides a good range of toys. However, children have less opportunity to explore and investigate a variety of natural objects and materials as they develop their awareness of the natural world. The childminder supports children's language and communication skills well. She responds to the babbles and gestures of babies and talks with older children. Children readily make links between their home life and their time with the childminder.

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

The childminder is a good role model. Children develop close emotional attachments to her, confidently asking questions, seeking support with activities and snuggling up for cuddles. The childminder values children's good behaviour and individual efforts. Children enjoy the meaningful praise. This effectively supports their self-esteem and confidence. Children are supported well to keep the environment safe and engage in safe practices. For example, they understand the need for sun cream when they are outdoors in hot weather. Children enjoy playing outdoors, where the childminder provides activities to promote all areas of learning. Children manage their own care needs, relevant to their age, such as putting on their own swimwear before playing in the paddling pool. The childminder finds out about children's individual routines for feeding and sleeping through her discussions with parents. She follows established routines, effectively promoting continuity of care. The childminder has good relationships with parents, who appreciate the home-from-home environment.

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

Policies and procedures are shared with parents, enabling them to make informed choices about their children's care. The childminder talks to parents about their children's day. However, they are not consistently encouraged to continue to share what they know about their child's learning at home. Children's achievements in the childminding setting are supported well by the childminder. She is committed to her own professional development and takes responsibility for improving her own skills and knowledge and those of her assistant. She attends workshops and also completes training online. The childminder maintains training in child protection to ensure that she is up to date with the latest guidance. Children's physical and emotional well-being is supported. The childminder has a good awareness of the signs and symptoms of abuse, to enable her to recognise when a child is at risk. She knows how to report concerns. The childminder carries out rigorous risk assessments to ensure that children can play safely.

Setting details

Unique reference number	251168
Local authority	Suffolk
Inspection number	866491
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	9 February 2011
Telephone number	

The childminder was registered in 1989 and lives in Ipswich. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband sometimes works as her assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

