

# Childminder Report

**Inspection date**

16 September 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The qualified childminder implements her clear policies and procedures to promote children's understanding of diversity. Children have very positive attitudes towards working together to help others, as they participate in charity events. The childminder has created photograph books of each child's family, inspiring children to ask questions and also raising their awareness of differences.
- The childminder teaches children mathematical skills in fun, practical ways. For example, she introduces them to simple addition as they measure, write numbers and make comparisons between the sizes of sunflowers they have grown.
- Children behave extremely well and are very happy and settled with the friendly childminder. She provides them with consistent boundaries and a caring and nurturing environment. They welcome the childminder's sensitive interaction in their play. Consequently, they build secure attachments.
- Leadership is strong. Children benefit from an exciting range of child-initiated and adult-led experiences that help them to develop the key skills they need for the next stage in their learning. They thoroughly enjoy playing with a wide selection of good quality toys and activities that reflect their interests.

### It is not yet outstanding because:

- The childminder does not consistently encourage children to develop their thinking skills, in order to identify and find solutions to overcome problems in their play and learning.
- The initial information about children's learning that the childminder obtains from parents is not sufficiently detailed to fully support her early identification of children's precise learning needs.

## What the setting needs to do to improve further

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

- enhance children's thinking skills even further, allowing them time to identify and solve problems for themselves
- extend the level of initial information obtained from parents to include further detail of children's development, in order to plan even more precisely for their continued progress from an early stage.

### Inspection activities

- The inspector observed a range of indoor and outdoor play activities and spoke to the childminder and children at appropriate times.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of the childminder and her assistants.
- The inspector took account of the written views of parents.
- The inspector reviewed the childminder's self-evaluation form.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder understands her responsibility to meet and implement the requirements of the Early Years Foundation Stage and other government requirements. The arrangements for safeguarding are effective. For example, the childminder knows how to swiftly meet children's needs in the event of a child protection concern. She manages the performance of her assistants through informal supervision meetings. Training needs are identified and there is strong commitment to continuous professional development. The childminder attends training, researches new initiatives online and shares good practice with a network of other childminders. As a result of her recent training, she now has an enhanced understanding of further protecting children's personal information. The childminder is reflective and continuously evaluates her practice and reviews the educational programmes.

### Quality of teaching, learning and assessment is good

The quality of teaching is good overall. For example, the childminder ensures that children are able to complete their chosen tasks by implementing a flexible routine. Children develop superb control and coordination of their hands as they use tools and equipment to create different shapes from coloured dough. Children are motivated to have a go at tasks as they receive genuine praise from the childminder. However, she does not always enable them enough time to solve challenging problems to exploit their thinking skills, such as how to operate tools to create blocks of dough. Parents are kept well informed of their children's achievements and how to support their children's learning at home. Children share their favourite books from the childminder's home with their parents, which supports their literacy development. The childminder works closely with parents to obtain relevant information when children first begin attending. However, she does not request enough detail about children's development to plan more precise next steps in their initial learning.

### Personal development, behaviour and welfare are good

Consistent reminders and clear explanations are given to ensure that children are fully aware of how to keep themselves safe. Children receive a very good range of healthy foods, which the childminder provides. The childminder places a strong emphasis on helping children to develop a wide range of tastes. She encourages them to try the fruit and vegetables they grow in her garden. The childminder is a very good role model. She consistently reinforces good manners and helps children to respect their environment. Daily opportunities for fresh air and exercise in the childminder's inviting garden and visits to local parks stimulate children to be active.

### Outcomes for children are good

All children make good progress. Children are learning to be independent and they manage their own clothing from a young age. The childminder provides ample opportunities for children to develop their writing skills. Children are giving meaning to the marks they make and add intricate details to the characters they draw.

## Setting details

<b>Unique reference number</b>	EY468456
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	973423
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 10
<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>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Haverhill. She employs two assistants on a part-time basis. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate  
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