

Childminder Report

Inspection date

15 September 2015

Previous inspection date

4 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 childminder is very experienced, well qualified and has high expectations for each child. She uses her extensive knowledge of child development and how children learn to provide high-quality learning experiences that promote children's good progress.
- The childminder uses observation and assessment effectively to monitor children's progress and identify any gaps in their learning. Information gained from her observations is used effectively to plan a stimulating range of activities that provide good levels of challenge and enjoyment.
- The childminder uses some outstanding teaching strategies to skilfully encourage children's problem-solving skills and independence.
- Children become engrossed in playing with a wide range of good quality toys and equipment. The childminder organises her home and garden very effectively to support children's learning and development. This means children are able to explore their own ideas in freedom and safety.
- Children are confident and develop strong levels of independence from a young age because of the sensitive care and encouragement they receive from the childminder.

It is not yet outstanding because:

- The childminder's strategies for targeting any gaps in children's learning are not always precisely planned or shared with parents to build on children's progress.

What the setting needs to do to improve further

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

- formulate even more precise strategies to astutely target identified gaps in children's progress and provide even greater guidance for parents to help them implement the same strategies at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, including children's assessment records and the safeguarding policy.
- The inspector spoke to a parent during the inspection and also took account of parents' views from their written comments.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

The childminder shows a strong drive to achieve the highest-quality provision. She continually evaluates her practice and identifies meaningful areas of development to improve children's learning experiences. The childminder has a good knowledge of requirements. She uses her experience as a childcare tutor and ongoing training opportunities to keep up to date with new initiatives in childcare practice. The arrangements for safeguarding are effective. The childminder is very confident about the action she would take if she had any concerns about a child's welfare. The childminder shares good quality information with parents and other settings about the progress children are making. This helps to ensure that children receive consistent support in their learning and development. The childminder plans activities that build on children's interests and promote the next steps in their learning and development. However, plans to close any gaps in children's achievement are not always precisely focused on specific ways that the childminder and parents can work together to maximise children's progress.

Quality of teaching, learning and assessment is good

The childminder provides skilful support to help children become active and enthusiastic learners. This helps to ensure that, from an early age, children learn to persevere and have a go as they attempt to find out how things work. The childminder places a good focus on promoting children's communication and language skills. She speaks very clearly to the children, providing a narrative of what they are doing and modelling language. The childminder uses props, such as puppets, to engage children's enthusiasm and interest in books. This means children are developing the skills and attitudes to support their eventual move to school when the time comes.

Personal development, behaviour and welfare are good

The childminder has a good knowledge of how to promote positive behaviour and help children understand the effect of their actions on other children. This means children learn to take account of the views and feelings of others. The childminder's sensitive and playful manner helps children settle well and develop strong emotional attachments. Parents praise the childminder for her professionalism and the wide range of activities she provides. They value her guidance and support for the whole family.

Outcomes for children are good

All children make good progress given their starting points and capabilities. The childminder organises her home and daily routines so that children learn to become independent from an early age. For example, children enjoy the responsibility of helping prepare the table for lunch and confidently follow well-established hygiene routines. Children enjoy many fun and engaging activities in the childminder's spacious and well laid out garden. For example, they develop a strong sense of achievement as they help the childminder dig up the potatoes they planted earlier in the year.

Setting details

Unique reference number	250809
Local authority	Suffolk
Inspection number	871442
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	4 June 2010
Telephone number	

The childminder was registered in 1990 and lives in a village near Stowmarket. She operates all year round from Monday to Friday, except for bank holidays and family holidays. The childminder holds Early Years Teacher Status. She provides funded early education for two-year-old children.

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