

# Childminder Report



## Inspection date

16 September 2015

Previous inspection date

26 February 2009

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder organises her setting well, to ensure that she is working within the statutory framework. She identifies her strengths and areas for improvement to ensure that children receive a good quality care and learning experience.
- Children behave very well. They develop exceptionally close emotional attachments to the childminder and readily involve her in their play activities. They feel extremely safe, and are happy and settled in this friendly and welcoming childminding setting.
- The childminder respects parents as their child's key educator. She encourages them to remain involved in their children's learning, both in the childminding setting and at home. This supports her in developing exceptionally good partnerships with parents.
- Teaching strategies meet children's individual learning styles. Children's ability to apply skills appropriate to their age helps to ensure they develop the skills needed to be ready for school. Children are enthusiastic to explore and investigate.
- All children on roll make good progress from their starting points. The childminder monitors children's progress. Any gaps in their learning are identified and managed.
- Children's communication and language skills are promoted well. The childminder engages children in conversation and encourages them to take turns in conversation. Children become confident communicators.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities to support children's developing awareness of mathematical language and concepts.
- The childminder's programme of professional development is not sharply focused, to support her in achieving and maintaining outstanding care and learning for all children.

## What the setting needs to do to improve further

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

- focus more closely on consistently supporting children's developing awareness of mathematical language and concepts
- strengthen the plans for professional development, to work towards achieving and maintaining outstanding practice.

### Inspection activities

- The inspector observed activities in the playroom, kitchen and garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector spoke to a parent and took account of evidence from written testimonials in parental questionnaires.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and committed to continuous improvement. She maintains mandatory training, such as paediatric first aid, to ensure that she is able to meet children's needs. The childminder recognises the benefits of training in other areas, to promote outstanding practice. The learning and development requirements are met well. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns, in line with the Local Safeguarding Children Board guidelines. The childminder implements consistent policies and procedures. These are shared with parents to support them to make informed choices. Testimonials from parents demonstrate the high regard that they have for the childminder.

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

The childminder has a good understanding of how children learn. She finds out about their starting points when they first attend her setting and continues to encourage parents to share what they know about their child. The childminder uses her observations of children, as they play, to identify what they already know and what she needs to do to support their continuing progress. She has high expectations of what children can achieve. She supports their learning well, although sometimes misses opportunities to introduce children to mathematical concepts, such as how many, more than and less than. She extends activities skilfully. For example, when children talk about when the childminder took them crabbing, she suggests to the children that they make their own crabs using coloured paper, scissors and glue. Children develop individual creativity by exploring the craft materials available to them as they make crabs and mermaid's tails.

### Personal development, behaviour and welfare are outstanding

The childminder is an exceptional role model, supporting children to understand and manage their behaviour. Good behaviour and individual efforts are highly valued. This supports children to develop an exceedingly positive sense of themselves. The childminder provides an extremely secure, interesting and stimulating play and learning environment. Children benefit from an exciting range of toys and resources. Their physical needs are met exceptionally well. The childminder takes children on regular outings into the local environment, where they meet up with other children and develop confidence in social situations. Children confidently manage their own self-care needs, relevant to their age. They take themselves to the toilet, wash their own hands before eating and put on their own shoes before going outside to play.

### Outcomes for children are good

The childminder meets children's individual learning needs. She assesses children's learning effectively, to ensure that they are making good progress from their starting points towards the early learning goals. The childminder shares her findings with parents and others who provide care and learning for the children. This ensures that she is able to identify any emerging gaps in children's learning and provide appropriate support in a timely way.

## Setting details

<b>Unique reference number</b>	250772
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866468
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 February 2009
<b>Telephone number</b>	

The childminder was registered in 1994. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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