

Childminder Report

Inspection date

30 September 2015

Previous inspection date

20 June 2011

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 encourages parents to share information about their child's continuing development and achievements at home. This means that she is kept aware of their changing interests and growing abilities, aiding her when planning their next steps for learning.
- The childminder effectively tracks each child's progress, in order to monitor for any gaps in their learning or development. This means that if a concern is identified she can take quick action to minimise or, wherever possible, close them.
- The childminder's approach to behaviour management is sensitive and consistent. This enables the children to learn about respecting each other and accepting clear and fair boundaries. As a result, children are supported to continue learning right from wrong.
- The childminder's setting is organised extremely well. This means that the children can move freely and make their own choices from child-height storage. These opportunities help to promote and encourage their self-help skills. The children appear extremely well settled and confident in the safe and secure environment provided by the childminder.
- Pertinent policies are shared with parents, which helps support the smooth running of her setting. In addition, the childminder maintains all required records, making sure that confidentiality is respected and all information is kept securely.

It is not yet outstanding because:

- The childminder does not always focus her personal development plans on areas that would be most helpful, in order to strengthen her teaching skills even further.

What the setting needs to do to improve further

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

- strengthen planning for personal development to continue building on existing knowledge of early years practice and extend teaching skills to an even higher standard.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress.
- The inspector completed a joint observation with the childminder relating to the children's play and learning.
- The inspector reviewed relevant documentation. The inspector discussed the childminder's self-evaluation of her provision, sampled children's records and viewed the childminder's policies and procedures. She reviewed evidence of the suitability of the childminder and other adults living on the premises.
- The inspector read and took account of the written views that parents and others had provided to the childminder.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a clear understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. The childminder regularly updates her safeguarding and child protection training. This makes sure that her knowledge about the action to take if she has a concern remains current. The childminder monitors the children in her care to help to protect them from harm. The childminder attends other training, such as paediatric first aid and food hygiene. Attention to these areas of her practice enables the childminder to provide appropriate care for children. The childminder fosters positive working relationships with other local professionals. She networks with other childminders, which enables her to reflect on her practice and identify areas for continuous improvement.

Quality of teaching, learning and assessment is good

The childminder talks with parents before their children attend her setting. As a result, information is shared that helps the childminder to plan for each child individually, based on their current interests and developing learning styles. The childminder plans activities and learning opportunities centred on play and this encourages the children's growing curiosity to have a go. Children develop their coordination as they move freely around, accessing toys and resources that interest them. This also enables them to build on their self-help skills and learn in their own time. As they play, the childminder encourages them to talk about what they can see, hear or smell. Plenty of purposeful questions and time for the children to think and then respond helps them to develop their conversational skills. While building towers from cylindrical shapes, the childminder encourages children to count how many they have used, helping them to use number language as they play. The childminder is aware that children develop and learn at differing rates. She adapts the activities to meet the needs of each child. Children are acquiring the skills they need to support their later learning and moves on to school.

Personal development, behaviour and welfare are good

The childminder encourages children to take care of their personal hygiene. Daily routines enable them to develop the confidence to complete these tasks well. Children enjoy learning how to move their bodies in different ways, as they use larger apparatus at the park or local groups. Children begin learning about the similarities and differences of others as they meet people on outings. Parents provide healthy snacks and meals to support the childminder's healthy eating programme. This helps children to learn about eating a balanced diet, in order to grow and thrive. Behaviour is good and children show care and consideration to each other. They play in harmony together and are respectful of one another.

Outcomes for children are good

Children make good progress towards the early learning goals. The childminder uses plenty of praise and encouragement. This boosts the children's self-esteem, helping them to become confident and feel secure in the childminder's care.

Setting details

Unique reference number	EY265084
Local authority	Suffolk
Inspection number	860636
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 12
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	20 June 2011
Telephone number	

The childminder was registered in 2003 and lives in Sudbury. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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

