

Childminder Report

Inspection date

9 October 2015

Previous inspection date

2 April 2009

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 provides a well-resourced and stimulating environment that promotes children's imagination and gives them plenty of choice in their play. Children develop their independence as they freely access a wide range of resources and toys.
- The childminder has effective partnerships with parents and other settings that children also attend. She is committed to working together with them to ensure that everyone is knowledgeable about how to meet individual children's needs. This contributes to the good progress children make.
- The childminder organises her home efficiently to ensure that children can access the areas and resources safely. Children have consistent boundaries and familiar routines. They feel safe and secure in the childminder's care.
- Children have daily opportunities for exercise and fresh air which promote their good health and support their physical well-being.
- The childminder is committed to providing children with good quality care and education. She regularly reflects on and evaluates her practice to achieve ongoing improvements. She regularly meets with other professionals to share ideas. This has a positive impact on the learning experiences she offers children.
- Children actively participate in an exciting range of planned and free-choice learning opportunities. They are keen and motivated learners who are well prepared for the next stage in their learning, such as school.

It is not yet outstanding because:

- Children have fewer opportunities to extend their creative and critical-thinking skills. The childminder does not always provide children with sufficient time to think for themselves or test out their ideas.

What the setting needs to do to improve further

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

- enrich children's creative and critical-thinking skills even further by consistently giving them time to think about and formulate their own responses, so they make even better progress in their learning.

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 spoke with the childminder and children at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector took account of parents' views from information included in the childminder's own parent survey.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder communicates with parents on a daily basis and shares information about their children's day. She regularly observes children as they play and provides parents with an accurate record of their capabilities. Parents are actively encouraged to continue to share what they know about their child. The well-organised childminder implements robust policies and procedures. She is committed to her own continuous improvement and attends training courses whenever possible to continue to build on the existing good quality provision. She is proactive in keeping up to date with developments, in order to extend children's learning experiences. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care. All adults in the household have undergone checks to ensure they are suitable to have regular contact with children.

Quality of teaching, learning and assessment is good

The well-qualified and experienced childminder has a good understanding of the Early Years Foundation Stage and she understands how children learn. The childminder gets down to the children's level and joins in with their play experiences. She plans activities that meet children's individual needs. For example, she provides children with a variety of props linked to a favourite story. The childminder displays enthusiasm and interest as she reads the book to the children. Children listen well and eagerly use the props to join in with the familiar lines. The childminder consistently provides a narrative to activities. She enthusiastically talks to the children and asks a wealth of effective questions to extend their learning. However, the childminder sometimes overlooks opportunities to promote children's critical-thinking skills. For example, she does not always allow sufficient time between questions for children to think about and share their ideas.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. She finds out about children's individual interests and routines to promote continuity of care. Children enjoy spending time with the childminder and demonstrate that they have built a warm and trusting relationship. They eagerly collect their shoes from the hall before going outside and asking the childminder for support when putting them on. The childminder acts as a positive role model. She gives gentle reminders to support children to develop their personal and social skills. House rules are in place to help children know what is expected of them. Children follow good hygiene routines and enjoy sociable mealtimes. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. Children learn about road safety rules when out with the childminder and practise the emergency evacuation drill.

Outcomes for children are good

The childminder checks children's progress regularly to identify any gaps so she can provide the appropriate support. All children make good progress given their starting points and capabilities. Children develop the key skills needed for the next stage in their learning, such as nursery or school.

Setting details

Unique reference number	EY335630
Local authority	Suffolk
Inspection number	862654
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 13
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	2 April 2009
Telephone number	

The childminder was registered in 2006 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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

