

Childminder Report

Inspection date	28 July 2015
Previous inspection date	18 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder organises her setting well to ensure that all requirements are met. She reflects on her practice and monitors the quality of teaching and learning, to ensure that all the children receive a good quality care and learning experience.
- The childminder provides a stimulating learning environment, both indoors and outside. Toys and resources are stored well to enable children to select for themselves, promoting their independence and confidence.
- Children develop good emotional attachments to the childminder. They are happy and settled in this friendly and welcoming childminding setting.
- The childminder gives high priority to supporting children's language and communication skills. She engages children skilfully and actively supports their developing vocabulary and understanding.
- The childminder demonstrates effective partnerships with parents. Parents are kept fully informed about their child's day and learning.
- Children's emotional and physical well-being is promoted well. The childminder has a good awareness of the signs and symptoms of abuse or neglect. She knows the process to follow if she has a concern about a child.

It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused, to support her to achieve and maintain outstanding care and learning for all children.
- The childminder does not consistently support children's developing awareness of the importance of good hygiene practices.

What the setting needs to do to improve further

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

- strengthen the plans for professional development, to support working towards achieving and maintaining outstanding practice
- support children's developing understanding of good hygiene routines.

Inspection activities

- The inspector observed activities in the main playroom, the lounge 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 carried out a joint evaluation with the childminder of a planned activity.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder, and her self-evaluation form and improvement plan.
- The inspector took account of written questionnaires from parents.

Inspector

Jacqueline Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder knows children well. She talks confidently about where they are in their learning. She recognises where there are gaps and takes steps to address these. This effectively supports children to make good progress in their learning and develop the skills necessary to be ready for school. The childminder provides stimulating activities that are readily adapted, to enable all children to participate at their own level. She plans activities to promote children's interest in textures, providing sand, soil and dough for children to explore and investigate. She extends activities, such as adding toy tractors to the soil to support their interest in transport. Children use sounds in their play, such as saying 'choo, choo' when playing with the small-world train track. The childminder extends their interest in sound. She introduces singing and musical instruments for children to explore. They, shake, bang and blow them to investigate how sound is made.

The contribution of the early years provision to the well-being of children is good

The childminder finds out about children's established routines for feeding and sleeping, through detailed discussions with parents when children first start at the setting. She follows these, promoting continuity of care and helping children develop a good sense of belonging. Children develop a strong sense of themselves and are supported well to manage their own behaviour. They play very well together and are kind and considerate. They readily share and take turns with popular resources. Older children welcome younger ones into their games. Children are supported well by the childminder to keep the environment safe. For example, they are encouraged to tidy some toys away before bringing out others. Children enjoy playing outdoors, where the childminder provides activities to promote all areas of learning. Children manage their own personal hygiene needs but the childminder does not consistently support children in understanding self-care routines. For example, she does not always encourage them to wash their hands before eating.

The effectiveness of the leadership and management of the early years provision is good

The childminder is committed to her own professional development and uses what she learns from training to inform her practice. For example, following her attendance at a training course entitled Every child a talker, the childminder recognised that the quality of her interactions with children were not as high quality as they could be. She has revised how she communicates with them and now encourages children to think and spend time reflecting on what they are doing. The childminder recognises that training in other areas would be of benefit to her, to enable her to more effectively promote outstanding teaching and learning. The childminder evaluates her childminding practice and has taken steps to address the recommendations from her last inspection. She seeks the views of parents. Written comments from parents demonstrate that they are happy with the service provided and appreciate the good levels of communication. The childminder monitors children's developmental progress and shares her findings with parents.

Setting details

Unique reference number	EY413805
Local authority	Suffolk
Inspection number	851445
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 14
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18 January 2011
Telephone number	

The childminder was registered in 2010. She operates all year round, except for family holidays. Childcare is provided from 7am to 7pm, Monday to Friday, and on Saturday from 9am to 6pm. Childcare on Sundays is available by arrangement.

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