

# Childminder Report

**Inspection date**

3 December 2015

Previous inspection date

2 November 2010

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are active and inquisitive learners, who enjoy their play. The childminder provides fun, high-quality learning experiences, that reflect children's interests and build on what they already know and can do. She continually extends children's knowledge during conversations and activities. All children make good progress and are very well prepared for the next stage in their learning.
- The childminder provides an extremely welcoming, child-centred environment where children are happy, settled and feel safe. They develop secure emotional attachments with the childminder and thrive on her affection, praise and encouragement.
- The well-qualified childminder is a good role model. She is patient as she teaches children the difference between right and wrong and to respect and tolerate others. Children's behaviour is good and the childminder supports them to become independent, confident and self-assured individuals.
- Excellent partnerships with parents and professionals help the childminder to support all children very well. The childminder is extremely sensitive to individual families' needs and is very effective in providing ideas to promote children's learning at home. Parents comment that the childminder is a caring, supportive professional who is very devoted to promoting their children's development.
- The childminder researches online and meets with other local childminders to remain up to date with the latest changes in early years care. She has a very good understanding of how to implement any additional requirements.

### It is not yet outstanding because:

- The initial information about children's learning that the childminder obtains from parents is not sufficiently detailed to fully support her early identification of children's precise learning needs.

## What the setting needs to do to improve further

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

- expand the information gathered from parents initially, in order to plan even more precisely for children's continued progress from the very earliest stage.

### 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 during the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistants and viewed the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through written testimonials and information included in the childminder's own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder is vigilant in her supervision of children and keeps her home safe and secure. She is fully aware of her roles and responsibilities to safeguard children. The childminder regularly works alongside a co-childminder. Two assistants are used on occasions, one of whom holds a childcare qualification at level 6. All those working in the setting contribute to the evaluation of the provision and the setting of targets for further improvement. The team work extremely closely together and are very committed to improving all aspects of the provision and making the very best provision for children. Clear policies and procedures underpin the very good practice used by all those caring for the children. The childminder reviews the learning programmes that she provides to ensure that all groups of children enjoy equal opportunities.

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

The well-qualified childminder plans a wide range of activities and meaningful experiences according to children's interests and learning needs. She skilfully encourages children's thinking skills and builds on what they already know and can do. Children are motivated to have a go at tasks as they receive genuine praise and encouragement. They concentrate very well and the childminder develops their language skills very effectively. She encourages younger children to repeat words to increase their vocabulary and their confidence in speaking. Older children engage in conversations, chatting with each other about their play with trains. They confidently select resources to add to their role play, showing their knowledge of how to use play tools for fixing and mending. Children enthusiastically join in singing and music sessions, honing their physical skills as they coordinate their movements to play instruments or follow action rhymes. The childminder supports children's counting, shape and colour recognition during activities. She monitors individual children's progress effectively and shares their achievements with parents daily, so they are fully involved in their children's learning and support this at home.

### Personal development, behaviour and welfare are good

Children are emotionally secure as the childminder is very caring and makes sure that their needs are well met. She praises them frequently so that they develop confidence and self-esteem. Children have plenty of opportunities to make choices and build their independence. They play well alongside each other, understanding they need to share resources, take turns and be considerate of other's needs. Opportunities within the community are used to support children to develop their physical skills and understanding of the world around them. They regularly attend local groups and socialise with their peers. Good health is promoted as children learn about healthy food options and the effects exercise has on their bodies. Children follow good hygiene routines.

### Outcomes for children are good

Children thoroughly enjoy their time with the childminder and their individual care needs and welfare are effectively met. They make very good progress in relation to their starting points and gain the key skills needed as they move on to school.

## Setting details

<b>Unique reference number</b>	260985
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	867198
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 November 2010
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Lowestoft, Suffolk. She works with a registered co-childminder. On occasions, she may work with an assistant. The childminder operates all year round from 7.30am 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

