

# Childminder Report

**Inspection date**

9 December 2015

Previous inspection date

20 May 2011

<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

- The experienced childminder provides a well-resourced environment that promotes children's imagination and gives children plenty of choice in their play. Children develop their independence as they freely access a wide range of toys and resources.
- The childminder regularly attends community groups with children. This helps to extend their confidence as they meet with other adults and children.
- The childminder is committed to providing children with good quality care and learning experiences. She seeks the views of parents and children. This enables her to develop and improve her good practice further. The childminder regularly meets with other childminders and keeps up to date with developments in order to extend children's learning experiences.
- The childminder organises her home efficiently to ensure that the 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.
- The childminder has well-established links with local schools and other settings children also attend. She is committed to working together with them to ensure continuity of care and learning for children.

### It is not yet outstanding because:

- The childminder does not fully utilise her partnership with parents to gather precise information about what children are learning at home, to complement their learning further.

## What the setting needs to do to improve further

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

- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home, so that this can be taken into account when planning for children's future 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 held discussions with the childminder 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 form, records of children's learning and development and a selection of policies.
- The inspector took account of parents' comments from information included in the childminder's own parent survey.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care. The childminder keeps parents well informed about their child's day through daily verbal communication and written information. She regularly observes children, accurately assesses their progress and identifies their next steps in learning. Each child has their own file, which shows their progress through attractively illustrated photographs. The childminder encourages parents to view their children's records. However, partnerships with parents are not yet fully effective in enabling them to share precise information about their children's achievements at home, to better complement their learning in the setting.

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

The well-qualified and experienced childminder has a good understanding of how children learn. She plans interesting activities that promote children's learning and development. The childminder engages children well in activities. She recognises that young children's concentration span is short and is very flexible with planned activities. The childminder supports children well in developing their speech and language skills. She skilfully responds to children's vocalisations and babbles. She sensitively repeats words back so that children can hear them pronounced correctly. Children enjoy looking at books and playing with puppets. The childminder gets down to the children's level and interacts purposefully to support their development. She uses every opportunity to extend children's learning by introducing numbers, colours and new vocabulary as children play.

### Personal development, behaviour and welfare are good

Children are happy, settled and confident within the childminder's home. The childminder takes time to support new children to 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. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. Children learn to share and take turns. They have daily opportunities for exercise and fresh air, which promote their good health and support their physical well-being. Children learn about road safety rules when out with the childminder. The childminder supports children to be emotionally prepared for the next stage in their learning. They become familiar with other settings, for example, when they accompany the childminder to collect older children from school.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. The childminder prepares children well for the next stage in their learning, such as nursery or school. She ensures that they have the practical skills they need, such as being able to take off their own shoes and put on their coat. The childminder checks children's progress to identify any gaps that are emerging. She implements the appropriate support for them in a timely way so they continue to make good progress.

## Setting details

<b>Unique reference number</b>	251088
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866487
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 May 2011
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Bury St. Edmunds, Suffolk. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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