

Childminder Report

Inspection date

11 December 2015

Previous inspection date

24 February 2012

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 and her assistant effectively support children's communication and language skills. They use a wide range of strategies, such as sign language, speaking clearly and repeating the correct words back to the children.
- The childminder forms effective partnerships with parents. She keeps parents well informed about their children's day. The childminder observes children in their play and provides parents with an accurate record of their capabilities.
- Children follow good hygiene routines and enjoy healthy meals in a relaxed and social atmosphere. The childminder ensures that children have daily opportunities for exercise and fresh air, which helps to promote their good health and supports their physical well-being.
- The childminder 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 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.

It is not yet outstanding because:

- The childminder does not consistently evaluate her assistant's performance in order to rigorously monitor and build on the already good practice.

What the setting needs to do to improve further

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

- extend the existing systems for the monitoring of staff performance to continue to strengthen and improve on good practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as records of children's learning and development and a selection of policies.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector took account of parents' views from comments detailed in the records of children's learning and from 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 and her assistant have a good understanding of safeguarding procedures. They know what to do if they have a concern about a child in their care. The childminder forms purposeful relationships with other settings that children attend. She shares information with other professionals when necessary so that children are fully supported with their care and learning needs. The childminder regularly reflects on and evaluates the setting to achieve ongoing improvements. She formally seeks the views of parents through questionnaires. Parents provide very positive comments. They would happily recommend the childminder to others. The childminder monitors the practice of her assistant through occasional, informal discussions. However, there is scope to strengthen the performance management and monitoring systems further, to have a clear plan for building on the already good practice.

Quality of teaching, learning and assessment is good

Children have free access to a wide range of toys and resources. They confidently explore their environment. The childminder provides children with many opportunities to explore, investigate and learn through first-hand experiences. For example, children enjoy experimenting with coloured pasta, pots and tools, such as tweezers. The childminder and her assistant get down to the children's level and join in with their play. They extend learning opportunities as they arise. For example, the assistant introduces new vocabulary, such as full and empty, to the children as they fill the containers with the pasta. Children enjoy looking at books with the childminder. The childminder displays enthusiasm and interest as she reads stories to the children. This helps to support their love of books. The childminder checks children's progress regularly to identify any emerging gaps so she can provide the appropriate support. She works with parents to put consistent approaches in place if there are any identified areas in the children's development that need support.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming, family environment. Children are happy, settled and share warm and trusting relationships with the childminder, her assistant and each other. This has a positive effect on their emotional well-being. The childminder works closely with parents to help new children settle. She gathers a wealth of information from parents when children first start. This enables her to provide continuity of care for children. The childminder and her assistant routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their confidence and self-esteem. They encourage children to use good manners and share toys. The childminder attends local groups with the children and meets with other childminders. This helps to extend children's confidence as they meet other adults and children. Children learn about road safety rules when they are out with the childminder.

Outcomes for children are good

All children make good progress in their learning, regardless of their age or capabilities. Children are developing good basic skills and positive attitudes that will help prepare them for the next stage in their learning, such as nursery or school.

Setting details

Unique reference number	EY433101
Local authority	Suffolk
Inspection number	853375
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	24 February 2012
Telephone number	

The childminder was registered in 2011 and lives in Lowestoft, Suffolk. She works with her husband as her assistant. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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