

# Childminder Report

**Inspection date**

18 December 2015

Previous inspection date

6 March 2012

<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 childminder is committed to providing a high-quality care and learning experience for all children. She organises her provision well.
- Good procedures are in place to share information with others who provide care and learning for the children. This effective two-way flow of information helps to ensure that children's individual needs are identified and met.
- The quality of teaching is consistently good. The childminder has a secure understanding of the age group she is working with. She plans activities that are varied, interesting and build on what children already know.
- The childminder establishes warm and caring relationships with the children in her care. Children feel safe and secure. They readily go to the childminder for cuddles and reassurance.
- The childminder demonstrates strong partnerships with parents. She is committed to working together with them, to ensure continuity of care and learning for the children.
- The childminder monitors the progress of the children in her care. She identifies any emerging gaps in children's learning, so that appropriate interventions can be implemented.

**It is not yet outstanding because:**

- The childminder does not always accurately support children's developing awareness of naming and sounding the letters of the alphabet.
- The childminder sometimes overlooks opportunities to further promote children's developing critical-thinking and problem-solving skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, to fully promote their early reading skills
- focus more closely on consistently supporting children's developing critical-thinking and problem-solving skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder, and the childminder's self-evaluation form.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to continuous improvement. She takes responsibility for keeping up to date with latest guidance and good practice. This effectively helps her work towards achieving and maintaining outstanding care and learning for children. The childminder seeks the views of parents. She has attended training in working with parents and has identified that this has helped her to communicate more effectively with them. Written testimonials indicate the high regard parents have for her. They report that they always feel welcome and relaxed and that they feel very fortunate to have found this childminder. Safeguarding is effective. The childminder understands what she must do if she has a concern about a child, in line with Local Safeguarding Children Board guidelines. This helps to promote children's physical and emotional well-being.

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

The childminder has good expectations about what children can achieve and how to apply the teaching and learning requirements to meet children's individual needs. She has a good understanding of how children learn and adapts activities well, to ensure that all children are able to participate at their own level. The childminder engages well with the children and supports their speech and language development well. For example, during art and craft activities she introduces vocabulary, such as shake, sparkles and glitter. The childminder responds well to younger children. She repeats words back to children so that they hear them pronounced correctly. The childminder observes children as they play and records what she sees. She is aware of where children are in their learning and what she needs to do to support their next steps in learning.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She treats children with positive regard, effectively supporting their close emotional attachments to her. Unwanted behaviour is managed sensitively, taking into account children's age and level of understanding. Children develop good friendships with each other. Even very young children play well together. They readily share and take turns and consider each other's needs and feelings. The childminder helps children to learn about the importance of good hygiene routines. Children manage their own personal hygiene needs, appropriate to their age. Children's physical skills are promoted well. The childminder takes children on outings to the local playground and for walks in the local environment as part of developing a healthy lifestyle.

### Outcomes for children are good

Children are eager and enthusiastic learners who make good progress from their starting points. They are working comfortably within the range of development typical for their age. Children acquire the key skills needed to be ready for school. For example, they are confident and independent in the childminding setting. Children understand that print carries meaning and recognise initial letters and sounds.

## Setting details

<b>Unique reference number</b>	EY435762
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	853680
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 March 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She 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.

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