

Childminder Report

Inspection date

18 December 2015

Previous inspection date

21 March 2011

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

- Children make choices about what they want to play with from a wide range of toys. The childminder has a good understanding of how children learn and supports their play and learning well. Children make good progress.
- The childminder takes children to a variety of organised groups. This helps to extend their confidence as they meet with other adults and children. Children have daily opportunities for fresh air and exercise, either in the childminder's garden or on walks locally. This helps to support children's physical well-being and teaches them about the local environment.
- Children feel safe and secure in the childminder's care. She provides a warm and welcoming environment where they have consistent boundaries and familiar routines.
- The childminder is committed to providing children with good quality care and learning experiences. She seeks the views of parents through questionnaires. This enables her to make positive changes and to develop and improve her good practice further.
- The childminder attends mandatory training, such as child protection and first aid. She is proactive in keeping up to date with developments in childcare practices, in order to extend children's learning experiences.

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 and children at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as records of children's learning and development, written risk assessments, a selection of policies and the childminder's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of the childminder and suitability of all household members.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- 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 and knows what to do if she has a concern about a child in her care. The childminder keeps parents well informed about their children's day. 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 regularly. However, partnerships with parents are not yet fully effective in enabling them to share precise information about their children's achievements at home, to complement their learning in the setting.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced and stimulating environment that gives children plenty of choice in their play. The childminding setting is very much led by children. Children become confident and independent learners as they select what they want to play with and when. The childminder gets down to the children's level and joins in with their play. She interacts purposefully and asks effective questions to extend their learning. Children enjoy looking at books with the childminder. The childminder displays enthusiasm and interest as she reads stories to the children. They listen well and use props to join in with the lines of a favourite story. This helps to support their love of books. The childminder monitors children's progress by regularly tracking their development. This means she can identify any gaps in children's learning that need more support. She works with parents to put consistent approaches in place if there are any identified areas in children's development that need support.

Personal development, behaviour and welfare are good

The childminder organises her home efficiently to ensure that children can access the areas and resources safely. The childminder is a good role model. She is calm and provides clear guidance for children about what is acceptable behaviour. She gives constant praise and encouragement throughout activities. Children develop their confidence and self-esteem. The childminder works closely with parents to help new children settle. She finds out about children's individual interests and routines, to promote continuity of care. Children are very comfortable in their environment and demonstrate that they have built a warm and trusting relationship with the childminder and each other. The childminder teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves. The childminder supports children to be emotionally prepared for the next stage in their learning. They become familiar with other settings when they accompany the childminder to collect older children from school.

Outcomes for children are good

All children make good progress in their learning given their starting points and capabilities. The childminder prepares children well for their next stage in their learning, such as nursery or school. Children learn to be independent. They put on their own boots before going outside and wash their hands before meals.

Setting details

Unique reference number	EY415694
Local authority	Suffolk
Inspection number	851642
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21 March 2011
Telephone number	

The childminder was registered in 2010 and lives in Lowestoft, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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