

Childminder Report

Inspection date

14 January 2016

Previous inspection date

10 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder organises and manages her provision well. She takes responsibility for keeping up to date with current legislation and good-practice guidance, to ensure that she continues to meet the statutory requirements.
- The childminder is committed to providing a high-quality care and learning experience for all children. She reflects on the service that she provides and seeks the views of parents when planning for improvement.
- The childminder establishes exceptionally warm, caring relationships with the children in her care. Children are extremely happy and settled. They readily go to the childminder for reassurance and support as they play and learn.
- The childminder has a good understanding of how children learn. The quality of teaching is consistently good and sometimes outstanding.
- The childminder knows the children in her care very well. She talks confidently about their interests and the way they prefer to play and learn. Children's progress is monitored, to ensure they are making good progress from their starting points.
- The childminder demonstrates very good partnerships with parents. She respects them as their child's key educator. They are actively encouraged to remain fully involved in their children's learning in the childminding setting and at home.

It is not yet outstanding because:

- Links with other settings that children attend are not always established in a timely way, to fully ensure that information is quickly shared.
- The childminder sometimes overlooks opportunities to further promote children's developing critical thinking skills. She tends to ask questions but then moves on before children have had time to express their own responses.

What the setting needs to do to improve further

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

- focus more closely on the timeliness of developing links with others who provide care and learning for the children
- make the most of opportunities to support children's developing critical thinking skills.

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 at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- 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 responses from parents in written questionnaires.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well qualified. She regularly attends relevant training courses to further her own professional development. She uses what she has learnt to improve the already good quality provision for children. For example, her training in promoting positive behaviour supports her well when managing children's challenging behaviour. The arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse, to ensure that she recognises when a child is at risk. She has attended training in child protection to reinforce her knowledge of how to protect children's welfare and how to report concerns. The childminder's home is safe and secure. Children play safely both indoors and outside.

Quality of teaching, learning and assessment is good

The childminder is fully aware of where children are in their learning and takes this into account when planning for their next steps in learning. She has high expectations of what children can achieve and a secure understanding of the age group she is working with. Activities are interesting and varied. The childminder is actively engaged in the children's play. Children play imaginatively, based on their own experiences. The childminder encourages them as they pretend to go on a bus to London and helps them to make links with past experiences. She encourages children in conversation and actively promotes their developing speech and vocabulary. Children enjoy pretend picnics, using play food and utensils. They use numbers and count readily during play with pretend money and games of hide-and-seek.

Personal development, behaviour and welfare are outstanding

The childminder is an exceptionally good role model who supports children's emotional well-being extremely well. She is warm and gentle, treating children with utmost respect. She actively supports their developing awareness of how to manage their behaviour and consider the needs of their friends. Good behaviour and individual efforts are highly valued. This supports children exceptionally well to develop an exceedingly positive sense of themselves. The childminder provides an extremely secure and stimulating play and learning environment. She takes children on regular outings into the local environment, where they meet up with other children and develop confidence in social situations. Children manage their own self-care needs, relevant to their age.

Outcomes for children are good

Children develop a good foundation to support their future learning, such as when they move on to nursery or school. They make good progress from their starting points. The childminder checks children's progress regularly, to ensure that any gaps in their learning are identified and managed. She supports their continuing progress very well. Children understand that print carries meaning and confidently make marks on paper as they write shopping lists. Older children are able to write some initial letters that are of significance to them, such as the first letter of their name.

Setting details

Unique reference number	250803
Local authority	Suffolk
Inspection number	854761
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	10 June 2009
Telephone number	

The childminder was registered in 1996 and live in Stowmarket, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4.

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