

# Childminder Report

<b>Inspection date</b>	13 January 2016
Previous inspection date	29 March 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

- Children enjoy their time in an interesting and well-resourced learning environment. They make good progress in their learning. Activities cover the seven areas of learning and are tailored to the children's individual stages of development.
- Children's personal, social and emotional development is given high priority by the childminder. She has age-appropriate expectations of the children. She manages behaviour effectively to help children develop an understanding of sharing. Children are kind and friendly, and are learning to take turns and considering the needs of others.
- Children's early mathematical understanding is supported well. The childminder is skilled at weaving in opportunities to talk about shapes and size into everyday activities, while opportunities to count and consider amounts are plentiful.
- Good partnerships with parents ensure they are well informed about and supported with their children's ongoing learning and well-being.
- The childminder spends time considering what she does well, as well as identifying areas she would like to develop. This has enabled her to keep abreast of changes in good practice.

### It is not yet outstanding because:

- The childminder is occasionally too quick to give solutions to children, limiting their opportunity to make predictions or to come up with their own solutions.
- Precise details of children's learning are not always shared consistently between the childminder and other settings where children attend.

## What the setting needs to do to improve further

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

- give children more time and opportunities to make predictions, come up with possible solutions and experiment in their play and learning
- enhance the partnership working with other early years settings so that all children benefit from continuity and a highly collaborative approach to their learning and development.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed children at play and evaluated activities with the childminder.
- The inspector looked at children's observations and assessment records, evidence of suitability of household members and a range of other documentation, including the safeguarding procedures and risk assessments.
- The inspector looked at the childminder's self-evaluation document and talked with the childminder about how she evaluates and improves her service.
- The inspector took into account of the views of parents through written feedback.

### Inspector

Julia Sudbury

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the action to take should she have any concerns about the welfare of a child in her care. She attends relevant safeguarding and paediatric first-aid training to update her knowledge. The childminder has made links with other settings children in her care attend. However, robust links that enable the sharing of the precise details of children's development, such as their next steps in learning, are not yet consistently embedded. This means that the childminder is not always able to maximise support for all children's ongoing learning. The childminder makes use of online resources, information from professional bodies, and childminding forums to keep up to date with good practice. She demonstrates a commitment to developing her knowledge to meet the individual needs of children. Parental feedback is very positive, commenting on how professional and dedicated she is.

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

Children are cared for in a well-resourced environment and engage in learning across all areas. Children's language development is supported well. The childminder joins in with children's play, talking with them, supporting their pronunciation and adding new words. Books are freely accessible and regularly read. Opportunities for children's early writing are plentiful and one example of this is when children are encouraged to look at the recipe as they bake cakes. The childminder makes good use of activities away from the home to support children's understanding of the world. However, occasionally the childminder leads children's play rather than more skilfully supporting it. Children sometimes do not have the opportunity and time to think about what might happen or to try different ways to fix things when their play does not work. Parents are actively involved in their children's learning, supported by the sharing of learning records and daily feedback from the childminder.

### Personal development, behaviour and welfare are good

Children have strong relationships with the childminder. She is supportive and flexible when children start with her. She gathers detailed information from parents, enabling her to meet children's emotional needs. Children's independence is developing well. They are encouraged to try and open things in their lunchboxes and are skilled in hanging up their coats and putting their shoes away. Children have good opportunities to be physically active, visiting local woods and parks. The childminder teaches children about the benefits of eating healthily and supports them to make healthy food choices. The development of children's social skills and self-confidence is given high priority. The childminder makes effective use of opportunities in the wider community to support children to become more confident around other children and adults.

### Outcomes for children are good

The childminder supports children's development effectively. A good cycle of observation, assessment and planning is used to monitor children's progress. The childminder is proactive at putting in place opportunities to support identified areas of need. Children are making good progress in readiness for school.

## Setting details

<b>Unique reference number</b>	EY277870
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	872795
<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>	4 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 March 2011
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Mildenhall, Suffolk. She operates 6am to 6pm, Monday to Friday all year round, except for family holidays and bank holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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