

Childminder Report

Inspection date

19 January 2016

Previous inspection date

23 May 2011

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her co-childminder provide a welcoming, family environment. They organise their home to ensure that children can access the areas and resources safely. Children form very close relationships with the childminder, her co-childminder, assistants and the other children in their care.
- The experienced childminder is committed to her role and focuses on fulfilling the needs of every child. She understands how children learn and provides effective support. All children make good progress in their learning given their starting points and capabilities.
- The childminder builds effective partnerships with parents and carers. She encourages them to view their children's records regularly, so that they are fully aware of their children's achievements. The childminder consistently helps parents to support their children's learning at home.
- The childminder forms successful partnerships with other professionals. She attends regular meetings and shares information with them when necessary, so that children are fully supported in their care and learning needs.
- Children have daily opportunities for exercise and fresh air, which help to promote their good health and support their physical well-being.

It is not yet outstanding because:

- Children have fewer opportunities to extend their creative and critical-thinking skills. The childminder does not always provide children with sufficient time to think for themselves or test out their ideas.
- There is scope to strengthen the performance management and monitoring systems further, to have a clear plan for building 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:

- enrich children's creative and critical-thinking skills further, giving them more time to think about and formulate their own responses to questions and ideas that arise from their play and learning
- 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 co-childminder and one of the assistants at appropriate times throughout the inspection.
- The inspector spoke to children and carried out a focused observation.
- The inspector looked at a range of records, including the childminder's self-evaluation, 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 staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have a good knowledge of safeguarding procedures. They know what to do if they have a concern about a child in their care. All adults in the household have undergone appropriate checks to ensure they are suitable to have regular contact with children. The childminder attends regular training courses to keep her knowledge and skills up to date, to continue to build on the existing good quality provision. The childminder and her co-childminder monitor and evaluate their setting, identifying strengths and areas for development. They provide parents with questionnaires to gather their views on the setting. Parents' comments received during the inspection, and written testimonials from parents and carers, are consistently complimentary. The childminder monitors the practice of her assistants through occasional, informal discussions.

Quality of teaching, learning and assessment is good

The well-qualified childminder observes children during activities, accurately assesses their progress and identifies their next steps in learning. The childminder provides children with a good range of activities that engages children and builds on their interests. Babies become confident as they move around and explore their environment. They happily play alongside adults who encourage and motivate them to be enthusiastic in their learning. Older children enjoy making pretend food, skilfully using scissors to make sausages. They fill containers and use their imagination to cook with the items. The childminder and her assistant get down to children's level and join in with their play experiences. The childminder enthusiastically talks to children and asks a wealth of effective questions to extend their learning. On occasions, however, the childminder does not always allow sufficient time between questions for children to think about and share their ideas.

Personal development, behaviour and welfare are good

The childminder gathers information from parents and carers when children first start. This enables her to provide continuity of care for children. The childminder maintains a very effective flow of information with parents and carers, so she always knows exactly what children need. The childminder displays samples of children's creative work on the walls. This effectively promotes a very good sense of belonging, promotes children's confidence and fosters their self-esteem. Management of children's behaviour is excellent. Children respond exceptionally well to the childminder's guidance and calm manner and eagerly help tidy away when asked, helping to maintain a safe environment. Children gain an understanding of risk through everyday routines and outings. They wear high-visibility jackets when out with the childminder and learn about road safety rules.

Outcomes for children are good

The childminder prepares children well for their next stage in their learning, such as nursery or school. Children develop self-care skills and learn to be independent. They wash their hands before snacks and meals and collect their own coat and shoes before going outside. Children's social and emotional development is particularly well supported. This gives them the confidence and to be successful in their learning.

Setting details

Unique reference number	EY253300
Local authority	Suffolk
Inspection number	848376
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	20
Name of provider	
Date of previous inspection	23 May 2011
Telephone number	

The childminder was registered in 2003 and lives in Lowestoft, Suffolk. She works alongside her husband who is also a registered childminder. She also works with assistants. The childminding provision operates all year round from 7am 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. She holds an appropriate qualification at level 3.

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