

Childminder Report

Inspection date

20 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 good quality care and learning experience for all the children. She organises her provision well. The childminder seeks the views of parents through her daily discussions with them.
- The childminder has a secure understanding of the learning and development needs of the children she is working with. She plans a stimulating range of activities that reflect children's interests and build on what they already know. She effectively supports children's continuing progress towards the early learning goals.
- Children's emotional well-being is promoted very well. Children feel safe and secure with the childminder, readily going to her for reassurance and a cuddle.
- The childminder establishes friendly and trusting relationships with parents. She keeps them informed about their children's day. Parents are encouraged to continue to share what they know about their child.
- The childminder encourages the development of children's communication and language skills well. She responds well to the babbles and gestures of babies. Children become confident communicators.

It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused. She does not ensure that she is up to date with latest guidance and practice issues, to support her in achieving and maintaining the highest quality care and learning for all children.
- The childminder has not fully explored all ways to promote opportunities for children to learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- strengthen the plans for professional development, in order to keep up to date with latest guidance and practice issues and drive towards achieving and maintaining outstanding practice
- build on the opportunities children have to learn about their own cultures and to develop an understanding and appreciation of different beliefs and ways of life.

Inspection activities

- The inspector observed the quality of teaching during activities 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 and the qualifications of the childminder.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children's physical and emotional welfare. She knows how to report concerns, in line with Local Safeguarding Children Board guidelines. The childminder's home is safe and secure. Risk assessments are carried out to identify hazards and minimise risks to children's safety. The childminder maintains mandatory training, such as paediatric first aid. This helps to ensure that she is able to meet children's emergency medical needs. The childminder reflects on the service that she provides. For example, she considers if planned activities have met children's learning needs and how she can improve what she offers. Written testimonials from parents reflect the high regard that they have for her.

Quality of teaching, learning and assessment is good

The childminder gathers useful information from parents when children first begin to attend the setting. This helps her to quickly get to know children's interests and learning needs and to immediately plan activities that build on what they already know. The childminder continues to observe children as they play and identifies what she needs to do to promote their continuing progress. Teaching is effective. The childminder encourages children as they play and is actively engaged in what they are doing. She plans interesting activities that she extends skilfully. For example, she broadens times for singing and rhymes to include the use of musical instruments. She uses vocabulary, such as 'quick' and 'slow' to describe the tempo, and encourages children to practise playing and stopping with the instruments. The childminder perceptively recognises when younger children tire of an activity and readily moves on to something else.

Personal development, behaviour and welfare are good

Children are happy and settled in this warm and welcoming childminding setting. The childminder supports children successfully as they move from home to the childminding setting. Established routines for feeding and sleeping are followed, effectively promoting continuity of care. The childminder provides a reassuring presence when children are unsure. She effectively builds their self-esteem, for example, through her calm and gentle interactions with them. Children's good behaviour and individual efforts are given meaningful praise. The childminder manages unwanted behaviour sensitively, taking into account children's ages and level of understanding. Children are taken on outings into the local community and have opportunities to develop their physical skills and learn about their immediate environment. Children are encouraged to learn about good hygiene habits. They manage their own personal hygiene needs, as appropriate for their age.

Outcomes for children are good

The childminder assesses children's individual stages of learning in order to plan for their continuing progress. All children develop the skills needed to be ready for the next stage in their learning, such as starting school or nursery. They make good progress from their starting points.

Setting details

Unique reference number	EY465275
Local authority	Suffolk
Inspection number	949454
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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