

Childminder Report

Inspection date

21 January 2016

Previous inspection date

20 March 2012

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

- The childminder reflects on the service that she provides. Self-evaluation takes into consideration the views of children and parents and this helps the childminder to identify her strengths and areas for development.
- The childminder supports children's communication and language development effectively. She encourages children in conversation and actively supports their developing vocabulary and listening skills.
- Children are happy and settled in this friendly childminding setting. They readily go to the childminder for a chat and for support as they play and learn.
- The childminder has a secure understanding of the age group she is working with. She plans activities that meet children's interests and stages of development.
- The childminder demonstrates friendly and trusting partnerships with parents. She keeps them fully informed about their children's day.
- The childminder provides a stimulating learning environment. Toys and resources are stored well, to enable children to select for themselves. This effectively promotes their developing confidence and independence.

It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused to support her in achieving and maintaining outstanding 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.
- Tracking of children's progress is not wholly effective to support all children to make the best possible progress across all areas of learning.

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, to work towards achieving and maintaining outstanding practice
- build on the opportunities children have to develop an understanding and appreciation of different beliefs and ways of life
- track children's learning across the specific areas of learning, as well as the prime areas, to ensure that they are not falling behind.

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 activity planning, records of children's learning and a selection of policies and 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 written testimonials from parents and responses in parental questionnaires.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse. She maintains training in child protection to ensure that she is up to date with latest guidance for reporting concerns. Children play safely indoors and outside. The childminder takes effective steps to identify and reduce hazards. Risk assessments are also carried out for outings, helping to ensure that community facilities used by children are safe. The childminder monitors the work of her assistant. She builds strong partnerships with parents. Their written comments indicate the high regard they have for her. They value that children's well-being is always given the highest priority and appreciate the childminder's caring nature. The childminder is aware of the importance of working in partnership with others who provide care and learning for children when the need arises.

Quality of teaching, learning and assessment is good

Teaching is effective. The childminder supports the learning of the different ages of children attending. She readily adapts activities to ensure that all children are able to participate at their own level. For example, when carrying out art activities, older children explore how paint can be used with resources other than brushes. The childminder adapts the activity to enable younger children to explore the texture of paint. She responds well to children's interests and is actively engaged in their play. She chats to them about what they are doing and encourages them to recall past experiences. The childminder maintains a record of observations, using photographs and written evidence, about what children are doing. Children enjoy recalling their play and learning as they look through written records and photographs.

Personal development, behaviour and welfare are good

The childminder talks to parents about children's established routines and follows these to promote continuity of care. Children's move from home to the childminding setting is managed well. This supports children well to be happy and settled. They develop strong emotional attachments with the childminder. The childminder is a good role model. She treats children with respect, helping them to play well together, share toys and learn about what is acceptable behaviour. Children learn about their local community through regular outings, such as, visits to parks, woodland, the library and toddler groups. Children's physical skills are promoted well. They learn about the importance of good hygiene routines. Children manage their own personal hygiene, relevant to their age.

Outcomes for children are good

The childminder finds out about children's starting points through discussions with parents and through observing children as they play. She checks children's progress across the prime areas of learning. Children develop a good foundation for future learning, such as moving on to school or nursery. The childminder supports them to develop the confidence to embrace new experiences. Children understand that print carries meaning and older children are beginning to write some letters that are of significance to them, such as the letters of their name.

Setting details

Unique reference number	EY365212
Local authority	Suffolk
Inspection number	857744
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	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20 March 2012
Telephone number	

The childminder was registered in 2007. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. Childcare on bank holidays is available by arrangement. The childminder's husband is registered to work as her assistant when needed.

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