

# Childminder Report

**Inspection date**

25 November 2015

Previous inspection date

2 June 2010

<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**

- The childminder supports children's mathematical development well. She provides a varied range of activities to support children to recognise numbers, quantities, shapes and colours. Children enjoy learning and make good progress in their development.
- The childminder forms warm, caring emotional bonds with children. She provides a welcoming environment where children feel safe, happy and secure. The childminder supports children to develop good social skills. She encourages them to use good manners and to be considerate when sharing toys and resources.
- The childminder evaluates the quality of her practice regularly. She carefully considers the views of children, parents and other professionals and includes them in her improvement plans. The childminder sets herself challenging but achievable targets to help improve her practice and outcomes for children further.
- The childminder places a high importance on keeping children safe. She completes daily checks and thorough risk assessments of her premises and on outings. The childminder ensures her setting is secure and thoroughly checks any visitors to her property, effectively promoting children's safety.

**It is not yet outstanding because:**

- The childminder sometimes overlooks opportunities to develop younger children's language skills further.
- The childminder sometimes focuses more on the desired outcome of planned activities, instead of building on them further to engage and enthuse children to the highest level.

## What the setting needs to do to improve further

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

- seize opportunities to help children to develop their language skills further
- focus less on the planned outcome of activities and be even more responsive to children's needs, so they are more motivated and enthused to learn at a higher level.

### Inspection activities

- The inspector observed activities in the indoor learning environment and viewed all areas of the home used for childminding.
- The inspector observed a focused activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning and a range of other documentation, including policies, procedures and risk assessments.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of other household members.
- The inspector took of account the views of parents spoken to at the inspection and in written testimonials and feedback questionnaires.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. The well-qualified childminder is committed to improving her practice. She attends regular training on mandatory courses, such as first aid, and workshops that she feels will benefit the needs of children. The childminder forms successful partnerships with parents. She regularly updates them on their children's progress. Parents contribute what they know their children are learning at home. The childminder provides parents with resources, such as library books for them to share at home with their children. She forms successful partnerships with schools, other early years settings and health professionals. The childminder liaises with them regularly about children's learning and welfare to provide a good amount of support and consistency for children.

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

The childminder gets to know children well through regular observations and accurate assessments of what they can do. She uses this information to plan activities that are tailored to children's individual needs and interests. Children have many opportunities to develop their literacy skills. They have access to a wide range of books and writing equipment. The childminder supports children to recognise letters in their environment and to link them to words and sounds that are familiar to them. Children are encouraged to be creative and develop their imaginations. The childminder provides a wide range of resources that support children's enthusiasm to engage in role play. The childminder supports older children to develop new vocabulary and extend their language skills through play.

### Personal development, behaviour and welfare are good

The childminder has high expectations of children's behaviour. She sets clear, age-appropriate boundaries and gently reminds children of these throughout the day. Children learn good hygiene routines and are encouraged to attend to their own self-care needs. Children develop high levels of confidence and self-esteem. The childminder provides children with a balanced diet and they have regular access to fresh air and physical exercise. They attend regular outings to places, such as the local park and zoo. The childminder obtains information from parents about children's care needs, routines and development before they start and on an ongoing basis. She uses this information to provide children with a smooth move from home. This contributes well to meeting children's care needs and supporting their emotional well-being.

### Outcomes for children are good

All children make typical progress and most make better than typical progress in their learning and development. The childminder provides children with many opportunities to develop their listening, attention and concentration skills. Children are well prepared for the next stage in their learning, including school. The childminder checks children's progress regularly. She identifies areas where children need extra support and then implements the appropriate provision.

## Setting details

<b>Unique reference number</b>	250661
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	864434
<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>	1 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 June 2010
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Brantham, Suffolk. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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