

Childminder Report

Inspection date

22 February 2016

Previous inspection date

15 July 2010

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 keeps up to date with current legislation and good practice guidance to ensure that she continues to meet the statutory requirements. She understands the importance of reporting significant incidents to Ofsted.
- The childminder demonstrates good partnerships with parents and is flexible to meet their changing childcare needs. Parents are given copies of the childminder's policies and procedures, enabling them to make informed choices about their children's care.
- The childminder knows the children well and understands where they are in their development. She uses this information effectively to plan for their next steps in learning. She checks children's ongoing progress regularly and ensures that they are making good progress towards the early learning goals.
- The childminder encourages children to participate in conversation and actively promotes their developing speech and vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.
- Children's emotional well-being is supported well. The childminder establishes warm, caring relationships with the children in her care. They readily go to her for cuddles and support as they play and learn. Children are happy and settled.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to further promote children's thinking skills. She tends to provide children with answers before they have had time to express their own responses.
- Children are not consistently supported to develop self-care skills relevant to their age. The childminder does not always encourage them to attempt to feed themselves.

What the setting needs to do to improve further

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

- focus more closely on consistently supporting children's developing thinking skills
- give children more opportunities to learn to do things for themselves and develop self-care skills.

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.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder is suitably qualified. She shares good practice with other childminders and accesses relevant training opportunities. She is committed to providing a good quality care and learning experience for all children. She reflects on ways to improve the service that she provides and seeks the views of parents through her daily discussions with them. The arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse, to ensure that she recognises when a child is at risk. She has attended training in child protection and knows how to report concerns. This effectively supports the childminder in protecting children's welfare. The childminder's home is safe and secure and she is diligent in her day-to-day supervision of the children.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn and a secure understanding of the age group she is working with. She provides a varied range of toys which children have free access to. Planned activities are interesting and readily adapted to meet children's individual needs. Children are supported to be active learners. The childminder engages well in their play and the quality of her teaching is consistently good. She extends children's learning, such as introducing sticks, food colouring and glitter as children play with a cornflour and water mixture. They explore the texture and develop early writing skills as they experiment with making marks in the mixture. Children engage in pretend play with toys, based on their own experiences. They play together with the dolls, dressing and undressing them and giving them bottles.

Personal development, behaviour and welfare are good

The childminding premises are warm and welcoming. The childminder supports children well as they move from home to her childminding setting. She effectively builds their sense of self-esteem. Children learn to play well together, share and take turns with popular resources. The childminder is calm and gentle, treating children with respect and positive regard. She gives meaningful praise for their good behaviour and individual efforts. Children develop positive attitudes towards others. The childminder helps children to learn about people and communities beyond their immediate experience. They enjoy outings and visit other childminders and toddler groups, where their social development is extended. Children practice their physical skills, for instance, at the local playground. They learn about the importance of good hygiene routines, such as washing their hands before eating.

Outcomes for children are good

Children develop the necessary skills and confidence to embrace new experiences, such as moving on to nursery or school. The childminder checks children's progress regularly, to ensure that any gaps in their learning are identified and managed. She tracks where children are in their learning and the progress they have made since they have been in her setting. Records indicate that all children are working comfortably within the typical range of development for their age.

Setting details

Unique reference number	251025
Local authority	Suffolk
Inspection number	866482
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	15 July 2010
Telephone number	

The childminder was registered in 1999 and lives in Bury St. Edmunds. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. Childcare outside of these hours is available by arrangement, along with care on bank holidays. The childminder holds an appropriate qualification at level 3.

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