

Childminder Report

Inspection date

24 February 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 reflects on the quality of her provision and takes into account the views of parents. She takes responsibility for keeping up to date with current legislation and good practice guidance, to ensure that she continues to meet the statutory requirements.
- The childminder is fully aware of where children are in their learning and takes this into account when planning for their next steps. The quality of teaching is consistently good. This supports children well to make good progress in all areas of learning.
- Children are happy and settled in this warm and welcoming childminding setting. They develop good emotional attachments to the childminder, confidently going to her for cuddles, chats and support with activities.
- The childminder sets clear, age-appropriate boundaries for the children and gently reminds children of these throughout the day. Children develop good manners and learn to negotiate the use of toys and resources well.
- The childminder demonstrates strong partnerships with parents. She is committed to working together with them to ensure continuity of care and learning for the children.

It is not yet outstanding because:

- Links with other settings that children attend are not always established in a timely way, to fully ensure that information is quickly shared.
- The childminder occasionally overlooks opportunities to further promote children's developing critical-thinking skills. She sometimes provides children with answers before they have had time to express their own responses.

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 the timeliness of developing links with others who provide care and learning for the children
- focus more closely on consistently supporting children's developing thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified childminder is committed to providing a high standard of provision and care for children. She identifies areas for development that are achievable. These are designed to bring about further improvement to the good standard of care and learning already provided to children. The childminder has formed successful partnerships with other childminders. They regularly share good practice ideas. The childminder maintains mandatory training, such as paediatric first aid and safeguarding. This helps to ensure that she is able to fully support children's physical and emotional well-being. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns. Partnerships with parents are well established. Responses in written questionnaires demonstrate the high regard they have for the childminder.

Quality of teaching, learning and assessment is good

The childminder has a good awareness of how children learn and has high expectations of what they can achieve. Activities are interesting and varied, supporting children's eagerness to play and learn. The childminder has a secure understanding of the age group she is working with. She responds well to children's changing interests and skilfully adapts activities so that all children can participate at their own level. For example, when children take part in a painting activity, older children mix colours together and learn about light and dark shades, while younger children enjoy the sensory experience of exploring the texture of the paint. The childminder supports children's communication and language skills well. She encourages older children in conversation and supports younger children's developing vocabulary.

Personal development, behaviour and welfare are good

The childminder establishes exceptionally warm, caring relationships with the children in her care. The childminder is a very good role model who fully supports children's emotional well-being. She is warm and gentle, treating children with utmost respect. Children's good behaviour and individual efforts are valued and given meaningful praise. Children develop a good sense of belonging. The childminder provides a secure and stimulating play and learning environment. She takes children on regular outings into the local environment, where they meet up with other children and develop confidence in social situations. Children manage their own self-care needs well, relative to their age.

Outcomes for children are good

The childminder finds out about children's starting points through her discussions with parents and observations of the children. She checks children's progress regularly, to ensure that any gaps in their learning are identified and managed. Children make good progress from their starting points and develop a good foundation for future learning, such as when they move on to nursery or school. Older children understand that print carries meaning and confidently name initial sounds and letters. Children count spontaneously as they play.

Setting details

Unique reference number	EY475192
Local authority	Suffolk
Inspection number	973399
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014. She operates all year round from 8am to 6pm, on Tuesday, Wednesday and Thursday, except for family holidays. The childminder holds an appropriate qualification at level 3.

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