

# Childminder Report

**Inspection date**

2 March 2016

Previous inspection date

18 March 2011

<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 quality of teaching is good. The childminder makes skilful use of children's play and natural curiosity to extend and promote learning opportunities. She ensures they have sufficient time and space to explore during activities, so each child can bring the activity to their own natural conclusion.
- The childminder provides a stimulating and varied range of activities which challenge children's learning and development across all seven areas. Her high-quality planning ensures children's individual interests are fully incorporated along with their next steps in learning.
- The childminder is kind, warm and approachable. She ensures settling-in arrangements are flexible to meet the individual needs of each child and their family. Children settle well and demonstrate that they feel safe and secure in the childminder's care.
- Children are confident and eager to join in. The childminder is a good role model, who calmly and consistently supports children to understand about acceptable behaviours.
- The childminder promotes equality of opportunity in all aspects of her practice. Children learn to negotiate and cooperate with one another, often seeking each other out to share experiences.

### It is not yet outstanding because:

- The childminder gathers initial information from parents about their child's routine and care needs. However, she does not seek sufficient detail about what their children know and can do when they start.
- The childminder evaluates her practice to identify strengths and areas to improve. However, she does not yet routinely take account of the views of parents who use her service when deciding what to develop further.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about what children know and can already do when they start attending, in order to promptly plan for their precise next steps in learning
- extend self-evaluation to include parents' views when identifying areas to improve or for further training, in order to develop the provision and teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of all adults living in the childminder's home.
- The inspector took into account the written views of parents.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is passionate about her role. She is dedicated to helping children achieve their full potential in a safe and stimulating environment. The arrangements for safeguarding are effective. The childminder fully understands her role to protect children from harm. She knows what to do should she have any concerns regarding a child's welfare. The childminder closely reviews the progress children make to ensure any gaps in their development are quickly identified and appropriate support is implemented. She has successfully made improvements in this aspect since her last inspection. The childminder ensures effective two-way partnerships with parents and other providers are established to promote continuity and consistency in children's care and learning.

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

Children are deeply engaged in purposeful play. The childminder regularly assesses their progress and shares this information with parents. She values parents' contributions about their children's achievements and incorporates these into her assessments and planning. There is a strong focus on nurturing children's communication and language skills. The childminder tailors her approach to support each child's individual stage of development. She names items and describes actions for younger children, who confidently repeat words and begin to use them in their play. She uses a range of questions to promote older children's deeper thinking. Children compare the sizes of different toy dinosaurs they discover in sand. They order toy animals they unearth, starting with the smallest. They happily count the animals with the childminder and chat about worms and slugs they have found in their garden at home. The childminder skilfully adapts the activity to follow children's interests, weaving learning opportunities into their play. Children wriggle their toes in the sand as the childminder encourages them to explore its texture and sound.

### Personal development, behaviour and welfare are good

The childminder establishes secure relationships with children, who thoroughly enjoy themselves and show affection for her. She fosters their growing independence, encouraging them to try doing things for themselves, such as washing their hands before a snack. Children learn about road safety when they go out, for instance, to attend toddler groups with the childminder. They learn about the natural environment during regular trips to the forest. The childminder teaches children to support and value local resources, such as the library service where they borrow books to build on their growing literacy interests. Children accompany the childminder on school runs and become acquainted with school environments and routines.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They thrive on the consistency of their regular attendance with the childminder, who provides them with continuity during times of change. Children acquire key skills and positive attitudes to help them with their future education. The childminder provides a respectful, affirmative environment where friendships grow and children learn about each other's differences. They are emotionally well prepared for changes, such as going to pre-school and school.

## Setting details

<b>Unique reference number</b>	EY336862
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	873312
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 March 2011
<b>Telephone number</b>	

The childminder was registered in 2006, and lives in Brandon, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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