

# Childminder Report

**Inspection date**

1 March 2016

Previous inspection date

4 November 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 offers children a broad range of interesting experiences in all areas of learning. She provides a highly stimulating and well-planned environment, both indoors and outdoors to promote children's development.
- The childminder thoroughly evaluates the quality of her practice and seeks the views of parents and children. She uses this information to help her to identify areas of her provision that she would like to improve.
- The childminder has a secure understanding of the way children learn and develop. She gets to know the children and their capabilities very well. She plans engaging experiences based on children's interests and current stages of development.
- The childminder is skilful in following children's lead in play. She plays alongside children and encourages them to have a go. She models language for children to repeat and asks questions, prompting them to think critically.
- The childminder is highly responsive to children's needs. Children build secure emotional attachments to the childminder and they happily interact with her. They readily seek her out for support and reassurance when necessary.
- Children behave well. The childminder is consistent in her expectations. She is a good role model. She teaches children to be polite, be kind to others and to share resources.
- The childminder accurately monitors the progress that children make. This helps her to identify any gaps in their learning and target specific support where necessary.

### It is not yet outstanding because:

- Although the childminder builds good partnerships with parents, she does not gather detailed enough information from them about children's capabilities and development when they first start at the setting.

## 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 do when they first start at the setting and use this information to plan precisely for children's immediate learning needs.

### 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 jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as, the childminder's self-evaluation, children's learning and development records, and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedure to follow if she is concerned that a child is at risk of harm. The childminder has developed a robust set of policies and procedures which she implements effectively to support her good practice. The childminder is committed to her ongoing professional development. She is well qualified and proactive in continuing to update her skills and knowledge. She carries out her own research and attends training to enhance her understanding. The childminder regularly meets up with other childminders to share ideas for good practice. Children have a wide range of experiences in the community to help them learn about the wider world. They visit the local park to look at small animals, building on their interests. They attend local childminder groups and have opportunities to develop their social skills and to interact with others.

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

Children demonstrate enthusiasm in their learning. They readily engage in a wide range of planned and freely chosen activities. Children enjoy a painting activity using flowers, looking at the different marks they make. They get excited as they play with shredded paper, using their senses. Outdoors, children explore and investigate natural objects, such as pine cones, and they learn about planting and growing. Children make good progress in their language development and the childminder communicates effectively with them. She introduces new vocabulary and encourages children to repeat words to embed their learning. Younger children take tentative steps as they learn to walk, showing confidence in their surroundings. The childminder is mindful to support their progress. For example, she organises the environment carefully to promote their early walking skills and enhance their physical development.

### Personal development, behaviour and welfare are good

Children fully benefit from playing outdoors in the fresh air. They are keen to go out in all weathers. Children are physically active as they play on scooters and bikes. Their physical well-being is supported well. Children learn to adopt healthy lifestyles. They wash their hands regularly and eat healthy food for a snack. The childminder regularly praises children for their achievements and promotes their sense of self-esteem. She gives children choices in their play. Children are confident to express their likes and dislikes, which is valued and respected by the childminder. Children develop independence from an early age. They move around the childminder's home freely, choosing what they would like to do from a range of accessible resources. The childminder makes regular checks on her home to make sure it is safe and suitable for children.

### Outcomes for children are good

Children get a good start to life in the homely environment. They are motivated and enthusiastic learners. They display confidence and are naturally inquisitive in the exciting environment. They are keen to try out new experiences which are offered to them. All children make good progress and they develop key skills to help prepare them for future learning, such as when they start school.

## Setting details

<b>Unique reference number</b>	EY408999
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	850963
<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 - 7
<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>	4 November 2010
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Kessingland. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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