

Childminder Report

Inspection date

18 March 2016

Previous inspection date

29 November 2011

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 organises her home efficiently to ensure that the children can access the areas and resources safely. Children have consistent boundaries and familiar routines. They are happy and settled in the childminder's care.
- The childminder has a secure understanding of how children learn. She interacts very well with the children to support their learning and development. All children make good progress and are well prepared for the next stage in their learning.
- Children have daily opportunities to experience fresh air and be active either in the childminder's garden or on walks locally. This helps to promote their good health and supports their physical well-being.
- The childminder works closely with parents to help new children to settle. She finds out about children's individual interests and routines, to promote continuity of care.
- The childminder ensures that children receive a wide variety of experiences both in the home and on outings. She attends local groups with the children and plans regular trips out. This helps to extend their confidence and they meet with other adults and children. Children learn about other cultures and ways of life outside of their own experiences.

It is not yet outstanding because:

- The childminder does not make best use of her partnership with parents to gather precise information about what children are learning at home, to complement their learning further.
- The childminder's professional development programme is not yet focused enough on broadening specific areas of knowledge and skills to raise the quality of the provision and teaching 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:

- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home so that this can be taken into account when planning for children's future learning
- enhance the quality of teaching and learning further by reviewing professional development plans, so that training is more sharply focused and targeted on broadening knowledge and 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 held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder communicates with parents on a daily basis to give information about their children's day. She regularly monitors children's progress and provides parents with an accurate record of their achievements. Where gaps in children's development are identified, she works with parents to put consistent approaches in place. The childminder is committed to providing children with good quality care and learning experiences. She seeks the views of parents. This enables her to make positive changes, and to develop and improve her good practice further. Safeguarding is effective. The childminder understands her role in protecting children from harm. She is fully aware of what to do should she have any concerns about children's welfare. The childminder has a clear understanding of notifications she has to make to Ofsted. Robust policies and procedures are implemented well to ensure that children's safety and welfare are protected.

Quality of teaching, learning and assessment is good

The childminder provides good care and learning opportunities for the children. She provides a stimulating environment, both indoors and outside, that gives children plenty of choice in their play. Children become confident and independent learners. They select what they want to play with and when. The childminder supports children in developing their language and communication skills. She responds well to young children's vocalisations and models language as they play. Children eagerly look at books with the childminder. She displays enthusiasm and interest as she reads stories to the children. This helps to promote their enjoyment of books. The childminder extends children's vocabulary and asks effective questions to challenge their thinking and extend their learning. She plans interesting activities to encourage children to try new experiences. For example, children explore sensory play as they experiment with paint and foamy soap. The childminder provides children with appropriate support and encouragement.

Personal development, behaviour and welfare are good

The childminder is a positive role model. She gives constant praise throughout activities. This enables children to develop their self-esteem and confidence. The childminder provides clear guidance for children about what is acceptable behaviour. She gives gentle reminders to encourage children to use good manners. They generally behave well. Children gain an understanding of risk through everyday routines and outings. They practise the emergency evacuation drill and learn about road safety rules when out with the childminder. The childminder supports children to be emotionally prepared for their next stage in learning. They become familiar with other settings, for example, when they accompany the childminder to collect older children from school.

Outcomes for children are good

Children develop good basic skills and positive attitudes to help prepare them for the next stage in their learning, such as nursery or starting school. They develop personal care skills, such as washing their hands before eating and helping to find their belongings before going outside. They recognise colours in their environment and use number names as they play. All children make good progress given their starting points and capabilities.

Setting details

Unique reference number	EY428276
Local authority	Suffolk
Inspection number	852865
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	29 November 2011
Telephone number	

The childminder was registered in 2011 and lives in Bury St. Edmunds, Suffolk. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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