

# Childminder Report

**Inspection date**

1 April 2016

Previous inspection date

5 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 provides a good quality care and learning experience for children. She seeks the views of parents, through daily discussions and regular questionnaires, when planning for improvement.
- The childminder sets clear and consistent boundaries for the children. She gently reminds them of these. Children readily use please and thank you and respond well to the childminder's high expectations. Children play harmoniously together and share popular resources.
- The childminder supports children's emotional well-being effectively. She provides a warm and welcoming play and learning environment where children are secure, happy and confident to express themselves.
- The childminder is actively engaged in children's play. She skilfully extends activities for older children, effectively supporting them to explore and investigate. Children make good progress in their learning.
- Partnerships with parents are good. The childminder keeps them informed about their children's day and learning. Information is shared daily.

### It is not yet outstanding because:

- The childminder does not always organise activities to ensure that younger children are fully included.
- Children do not have enough opportunities to handle and investigate objects, materials and textures as they explore the natural world.
- The childminder's programme of professional development is not sharply focused on continuing to drive improvements and maintaining outstanding care and learning for all children.

## What the setting needs to do to improve further

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

- review how activities are organised, to ensure that younger children are always fully included
- support children's developing awareness of the natural world, extending the opportunities for them to use their senses to discover, explore and investigate natural materials
- target the plans for professional development, in order to continue building on skills, knowledge and understanding of the latest legislation and good practice guidance.

### 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 records of children's learning and a selection of policies and other 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 childminder reflects on her childminding setting and evaluates the quality of what she provides. Her home is safe and secure, and statutory policies and procedures are implemented. Policies are shared with parents, helping them to make informed choices about their children's care. Written testimonials from parents demonstrate the good relationships the childminder builds with them. Parents report that they value the caring and nurturing environment and appreciate that the childminder is flexible to their changing childcare needs. The childminder has also established partnerships with others who provide care and learning for the children. This helps to ensure that children's individual needs are met. Safeguarding is effective. The childminder has attended training in child protection to reinforce her knowledge of how to protect children's welfare and how to report concerns.

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

The childminder knows the children well and understands how they learn. The childminder has implemented new strategies for finding out about children's starting points when they first attend her setting. She continues to check children's progress to ensure that gaps in their learning are identified and addressed. She is fully aware of where children are in their learning and takes this into account when planning for their next steps. Planned activities are interesting and varied. The childminder extends activities well in order to provide older children with sufficient challenge. When children take part in art activities, the childminder extends the activity to encourage children to fold the paper so they can make mirror images of what they have painted. Children are encouraged to explore mixing colours to create new ones. The childminder responds well to children's changing interests. When they tire of an activity she quickly moves on to another. Children enjoy playing outdoors and have daily opportunities to be active and develop their physical skills.

### Personal development, behaviour and welfare are good

The childminder establishes warm, caring relationships with children in her care. Children readily go to her for cuddles and reassurance when they are unsure. The childminder works well with parents to help children settle into her setting. This helps children to be happy and develop the confidence to embrace new experiences. The childminder effectively builds children's self-esteem. She gives meaningful praise for good behaviour and individual efforts. Children are taken on outings into the local environment and are helped to learn about people and communities beyond their immediate experience. They enjoy looking through photograph albums and happily recall past experiences. Children manage their own health needs, relevant to their age and stage of development.

### Outcomes for children are good

Children develop good skills that help them to be ready for school. They understand that print carries meaning and confidently describe the illustrations in books. Children use number names. They help to chalk numerals on the stepping stones in the garden.

## Setting details

<b>Unique reference number</b>	251079
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	854765
<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>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 April 2011
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Bury St. Edmunds. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. Overnight care is available by arrangement. The childminder holds an appropriate qualification at level 3. She works with her husband who is also a registered childminder.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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