

# Childminder Report

**Inspection date**

4 April 2016

Previous inspection date

7 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Children develop strong emotional attachments to the childminder and her assistant. They seek out familiar adults for support and reassurance as they explore the toys and resources available to them.
- The childminder builds strong partnerships with parents. She is committed to working together with them, in order to promote continuity of care and learning for the children. Parents are kept well informed.
- The childminder understands how children learn. She knows where children are in their learning and takes this into account when planning for their next steps. All children make good progress in their learning and development.
- Reflective practice is embedded into the childminder's daily assessment of what has gone well and what has not. She records any action needed, such as how to extend activities next time and resources that she needs to obtain.
- The childminder supports children's communication and language skills well. She responds positively to the babbles and gestures of babies and encourages older children to participate in conversations.

### It is not yet outstanding because:

- The childminder does not keep background noise, such as the radio, to a minimum, in order to fully support children's developing ability to concentrate.
- The childminder's programme of professional development is not sharply focused on ways to achieve and maintain outstanding care and learning for all children.
- The childminder does not persevere in her efforts to build partnerships with others who provide care and learning for the children, in order to maintain an effective two-way flow of information.

## What the setting needs to do to improve further

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

- keep background noise to a minimum, in order to support the development of children's concentration skills
- target the plans for professional development, in order to continue building on skills, knowledge and understanding of the latest legislation and good practice guidance
- improve the two-way sharing of information with others who provide care and learning for the children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and her assistant 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 and qualifications of the childminder and her assistant.
- The inspector checked the childminder's self-evaluation processes.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors the work of her assistant. They work well together to provide children with a good level of supervision and support. The childminder's home is safe and secure. Home-safety equipment, such as safety gates, is in place, reducing the risk of accidents. The childminder and her assistant maintain a current paediatric first-aid qualification, ensuring that they are able to manage accidents appropriately. The arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns. The childminder develops strong partnerships with parents. Written testimonials indicate the high regard parents have for her. They state that their children enjoy the home-from-home experience. Parents appreciate that the childminder is incredibly understanding and supportive and flexible to meet their childcare needs.

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

The childminder and her assistant provide a good quality care and learning experience for the children. Teaching is good. Planned activities are interesting, varied and meet the learning needs of the children. The childminder demonstrates activities, encouraging children to have a go. She is also good at following their lead. For example, during a collage activity of decorating cut-out numerals, the childminder lets the children use the resources in their own way, sticking the materials around a plastic bowl. She successfully wove in opportunities to build on their developing awareness of number and counting. The childminder actively engages in the children's play. She encourages them to play imaginatively, based on their own and pretend experiences. Children use objects to represent others, such as using construction bricks as play food.

### Personal development, behaviour and welfare are good

The childminding premises are warm and welcoming and children's emotional well-being is successfully fostered. Children readily go to the childminder and her assistant for cuddles and support as they play and learn. The childminder supports them effectively as they move from home to her childminding setting. Established routines are continued, helping new children to settle quickly. The childminder is calm and gentle, encouraging children to consider the needs of others, share and take turns. She gives meaningful praise for good behaviour and individual efforts, promoting their sense of self-esteem. Children develop positive attitudes towards others. They develop an awareness of the importance of good hygiene routines. Children have daily opportunities to be active and develop their physical skills.

### Outcomes for children are good

The childminder has a secure understanding of the age group she is working with. She monitors children's progress to ensure that any gaps in their learning are identified and addressed. Children develop the skills needed to be ready for school. Parents report that the childminder gives their children a, 'Great start to the adventure ahead'. Children develop in confidence. Their understanding of number and mathematical language is particularly well promoted through everyday play and routine activities.

## Setting details

<b>Unique reference number</b>	EY446672
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1042590
<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 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 January 2013
<b>Telephone number</b>	

The childminder was registered in 2012. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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