

Childminder Report

Inspection date

15 April 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 plans her environment to make it interesting and stimulating for children. It is carefully arranged in line with children's interests and to facilitate learning in all areas. Parents comment positively that the childminder provides a caring, safe and professional environment for children.
- Children develop their communication skills well as the childminder and her assistant consistently model language, describe what they see and comment on what children are doing as they interact with them.
- The childminder knows children extremely well and is aware of what children know and can do. She provides opportunities and activities closely linked to their capabilities which engage children and motivate them to learn.
- Children's well-being is effectively supported in the nurturing environment. They build secure emotional attachments with the childminder and her assistant who are highly responsive to their needs. Children settle quickly on arrival and feel safe and secure.
- Children make good progress in their learning and demonstrate their willingness to learn. Older children complete tasks and engage well in activities over prolonged periods. Younger children display confidence as they follow their own ideas and make choices in their learning.

It is not yet outstanding because:

- The childminder does not yet have a highly targeted plan in place for how she will continue to improve her skills and knowledge to provide opportunities of the highest quality for children.
- Partnership working with parents is not yet robust. Opportunities are sometimes missed to fully promote a two-way flow of information sharing to help children to make rapid progress in their learning.

What the setting needs to do to improve further

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

- access a broad and wide range of professional development opportunities to raise the level of teaching to the highest quality
- strengthen partnership working with parents and consistently encourage a two-way flow of information sharing on all aspects of children's learning and development to fully support children's achievements in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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, her assistant and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant accurately evaluate the provision through ongoing daily discussions. They routinely discuss the progress children make and where they can make changes to improve what they offer. They work very closely together, drawing on each other's skills and experience to offer a good quality provision for children. The arrangements for safeguarding are effective. Children's welfare and safety are given the utmost importance. The childminder has a secure understanding of the procedure to follow if she is concerned a child is at risk of harm. She carries out regular checks of the areas used by children to maintain their safety. The childminder's good practice is underpinned by a thorough set of policies and procedures. These are updated regularly to reflect current practice and are routinely shared with parents.

Quality of teaching, learning and assessment is good

Children develop a keen interest in books and stories from a young age. The childminder and her assistant share stories with children and make them fun and interesting. They engage children and encourage them to describe what they see. Babies are supported in their physical development. They have plentiful opportunities to develop their early walking skills. Children are willing to have a go during activities as the childminder and assistant offer them challenge. Children show concentration and determination as they carefully thread cotton reels. The childminder's assistant introduces number language and encourages them to thread one more. The childminder shares information with parents about children's achievements in the setting. Parents value this and comment positively about children's development and progress.

Personal development, behaviour and welfare are good

Children thrive in the homely environment. They develop confidence from an early age as they freely move around the setting choosing what they would like to do. The childminder and her assistant give children regular praise for their achievements. They are consistent in their expectations of children's behaviour. Children learn the importance of sharing and how to be kind to their friends. The childminder and her assistant are good role models to children. They listen attentively and respond to children's views and suggestions. This supports children's self-esteem and helps them to feel valued in the setting. Children enjoy sociable mealtimes. The childminder sits and interacts with them throughout. Food is well balanced and nutritious to support children's good health. Children benefit from opportunities outdoors. They take part in gardening and go on walks in the woods to promote their physical well-being.

Outcomes for children are good

Children develop key skills to help them to be successful learners. This prepares them well for the next stage in their learning, such as school. They are inquisitive and keen to participate in activities the childminder plans for them. Children are confident to have a go and demonstrate their keen listening skills. They follow instructions well and gain a sense of responsibility and belonging in the setting.

Setting details

Unique reference number	EY462031
Local authority	Suffolk
Inspection number	937660
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	11
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2013 and lives in Lowestoft. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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