

Childminder Report



Inspection date 22 April 2016
Previous inspection date 17 July 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Met | |
| 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 is passionate about her role and continually looks at ways to improve her provision. She is ambitious and has high expectations of what she can offer to children and their families.
- The childminder has developed highly effective partnership working with parents and with other settings children attend. She has secure systems in place for sharing information to provide continuity in promoting children's learning and development.
- The childminder offers a stimulating learning environment where children are encouraged to communicate from an early age. Young children babble to which the childminder responds as they engage in meaningful interactions.
- The childminder demonstrates a secure understanding of where each child is at in their learning. She makes regular assessments of their development. This helps her to plan suitably challenging activities which interest and motivate children to learn.
- Children develop in confidence and are keen to express their needs. The childminder sensitively tunes in and responds to children's requests. This helps children to develop a trusting relationship with the childminder and to feel safe and secure.
- Children gain key skills to help prepare them for when they start school. They show determination and concentration as they practise early writing skills. They are keen to listen and respond to questions to further their knowledge and understanding.

It is not yet outstanding because:

- Children are not always able to independently select from the wide and stimulating range of activities and resources available, to fully promote their eagerness to learn.

What the setting needs to do to improve further

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

- enhance children's enjoyment of learning and consider organisation of the environment, to fully promote children's independence and imagination when self-selecting activities.

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 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 is committed to her ongoing professional development. She is well qualified and regularly carries out regular independent research to improve what she offers. This is closely personalised to the needs of children who attend, in order for her to provide good quality provision. She attends training and meets up with other childminders to share good practice. The arrangements for safeguarding are effective. The childminder has a secure understanding of the signs of abuse and how to react quickly to report her concerns. The childminder closely monitors the progress children make and is alert to any emerging gaps in their learning. She shares information about children's development with the other settings they attend to create an accurate picture of their learning. This helps both settings to work together to promote children's learning effectively.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of how children learn and develop. She skilfully adapts activities to meet the needs of all children who attend. Younger children enjoy the sensory feel of a range of interesting resources. Older children demonstrate their imagination and creativity as they glue and stick resources to make a crown. Children learn about celebrations and traditions. They demonstrate their inquisitiveness by asking further questions to support their understanding. Parents are fully involved in children's learning and are very complimentary about what the childminder provides. The childminder gathers information from parents when a child first starts to accurately pinpoint their starting points in learning. The childminder uses this information to plan effectively for the child from the moment they arrive at the setting.

Personal development, behaviour and welfare are good

The childminder is a good role model to children. She is kind and responsive, and is consistent in her expectations of children's behaviour. She has attended training which has had a positive impact on teaching children how to positively regulate their own behaviour. Children demonstrate a good understanding of rules and boundaries and behave well throughout. Children build secure relationships with their peers and develop good social skills. They benefit from playing outdoors in the fresh air. They access a range of outdoor opportunities at the park, the beach or in the childminder's garden. Children learn about how to make healthy choices. The childminder subtly discusses healthy food during everyday play opportunities. Children recognise fruit and vegetables as they practise their early reading skills. Younger children investigate the sensory feel of fruit.

Outcomes for children are good

Children make good progress in their learning and are supported to gain key skills. Older children learn to write their name and recognise some letters. They develop an awareness of the written word and are keen to try and read simple words. Younger children demonstrate a drive and eagerness to learn. They listen and repeat words and are keen to explore and investigate a range of interesting objects. They readily join in activities, and have a go at small tasks, as they sit alongside their peers.

Setting details

| | |
|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY355236 |
| Local authority | Suffolk |
| Inspection number | 1042076 |
| 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 | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 17 July 2012 |
| Telephone number | |

The childminder was registered in 2007 and lives in Saxmundham, Suffolk. She operates all year round from 8am to 5.30pm, 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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