

Childminder Report

Inspection date

3 May 2016

Previous inspection date

20 February 2012

| 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 is committed to her ongoing professional development. She accesses training to enhance her skills and knowledge. She carries out her own research to gain new ideas to promote children's learning and development.
- The childminder knows the children very well and confidently discusses their capabilities. She provides activities for children that are stimulating and which give them a good level of challenge in their learning.
- Children engage well in activities and are enthusiastic in their learning. The childminder joins in with children's play and maintains their interest. She skilfully adapts activities to take account of the different ages of children who attend.
- Children build secure emotional relationships with the childminder. They seek her out for comfort and support when needed. She interacts with them throughout the day and is highly responsive to their needs.
- Children develop in confidence as they move freely around the setting. They are regularly given choices during play and are confident to express their opinions and ask questions. The childminder offers regular praise to support their sense of self-esteem.
- Children are well prepared for starting school. The childminder talks to them about their onward move. She gives them plentiful opportunities to practise key skills, such as early writing, and to develop their understanding of mathematics.

It is not yet outstanding because:

- The childminder does not gather detailed information from parents to help her to assess children's starting points in learning when they first start at the setting.
- The childminder does not yet have robust systems in place to reflect on her practice, in order to identify areas for ongoing and sustained improvement.

What the setting needs to do to improve further

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

- gather detailed information from parents when children first start to identify children's starting points in learning and plan precisely for their learning and development from the outset
- enhance systems for reflecting on practice, incorporating the views of children and parents, in order to identify areas to target to drive continuous improvement.

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 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 has a robust set of policies and procedures which underpin her practice. These are reviewed regularly to help her to maintain good quality provision. The arrangements for safeguarding are effective. The childminder has a secure understanding of the signs and symptoms of abuse and the procedure to follow if she is concerned that a child is at risk of harm. The childminder provides a nurturing and homely environment in which children feel safe and secure. The environment is carefully planned to support children's interests and to provide them with good quality learning opportunities. The childminder is professional and well organised. She checks children's progress and strives to provide high-quality learning experiences for them. Children attend local groups to widen their experiences and help to promote their social skills. The childminder regularly meets up with other childminders to share ideas and suggestions for good practice.

Quality of teaching, learning and assessment is good

The childminder completes assessments of what children know and can do to help her to plan for the next steps in their learning. The childminder introduces simple words, based on children's interests, to promote younger children's emerging language skills. Children repeat words as they learn new vocabulary. Older children begin to identify letters in their name. They join in with stories as the childminder encourages them to finish off sentences to support their language development. The childminder is skilful in promoting learning at every opportunity. She asks questions to encourage children to develop their critical-thinking skills. The childminder shares good quality information with parents about children's routines and what they have been learning at the setting. This helps parents to support children's learning at home.

Personal development, behaviour and welfare are good

Children demonstrate a sense of care towards each other. They helpfully pass each other drinks and include one another in play. They learn to share resources and wait patiently to take their turn. The childminder is a good role model to children. She has high expectations of children's behaviour and is consistent in the messages she gives. Children behave well as they learn to value and respect others. Children enjoy a wide range of opportunities to explore their environment. They visit the park and go on walks, helping to support their physical well-being. The childminder promotes healthy eating in the setting and offers children nutritious snacks. Children develop in their independence as they are encouraged in self-care skills, such as getting themselves dressed and maintaining good hygiene procedures.

Outcomes for children are good

All children make good progress in their learning. They are busy and keen to learn throughout their time at the setting. They are inquisitive and ask the childminder questions to reinforce their learning. They engage well in activities and show concentration and determination as they attempt more difficult tasks. Children develop good social skills as they interact with their peers in a range of social situations. This helps children to prepare for the next stage in their learning, such as school.

Setting details

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| Unique reference number | EY255755 |
| Local authority | Suffolk |
| Inspection number | 855954 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 11 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of provider | |
| Date of previous inspection | 20 February 2012 |
| Telephone number | |

The childminder was registered in 2003 and lives in Lakenheath. She operates all year round from 6am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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