

Childminder Report

Inspection date	28 April 2016
Previous inspection date	18 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- The childminder is committed to providing children with good quality care and learning experiences. The actions and recommendation raised at the last inspection have been successfully addressed.
- The childminder effectively organises her home so that children enjoy free access to a very wide range of toys and resources. Children are motivated and eager to learn through play. They make good progress, in readiness for school.
- The childminder provides children with a welcoming environment. Children are happy and share warm and trusting relationships with the childminder and her assistant. This has a positive effect on children's emotional well-being.
- Children have many opportunities to experience fresh air and physical exercise. For example, the childminder plans regular trips to places, such as the local park, indoor play area, shops, beach and farm visits. This helps to broaden children's knowledge of the wider world and helps to extend their confidence as they meet with other adults and children.
- The childminder forms successful partnerships with parents. She regularly updates them on their children's progress and supports parents to extend their children's learning at home. For example, they borrow books to read with their children.

It is not yet outstanding because:

- The childminder's performance management of her assistant and her own reflective practice are not sharply focused enough to achieve and maintain a higher level of teaching.
- At times, the childminder and her assistant do not always provide children with sufficient time to think for themselves and extend their thinking skills.

What the setting needs to do to improve further

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

- build on performance management systems, in order to raise the quality of teaching to higher levels
- enrich children's thinking skills to higher levels, giving them more time to think about and formulate their own responses to questions that arise from their play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector checked evidence of the qualifications of the childminder, her suitability and the suitability of her assistant and other household members.
- The inspector looked at a range of documentation, including records of children's learning and development, risk assessments and a selection of policies and procedures.
- The inspector took account of the views of parents in written testimonials and from information included in the childminder's own parent survey.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder has formed effective partnerships with the other early years settings that children attend. She shares regular information with them about children's progress. This enables her to provide children with high levels of consistency in their learning and development. The childminder understands the importance of keeping children safe and protected from harm. The arrangements for safeguarding are effective. The childminder and her assistant have a good understanding of safeguarding procedures. They know the appropriate action to take if they have concerns about a child in their care. Risk assessments and daily checks of the premises and for outings are thorough. The childminder seeks the views of parents through questionnaires. This enables her to make positive changes and to develop and improve her practice further. The childminder carries out informal discussions with her assistant about her practice and provides her with regular training to improve her knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced and stimulating environment. Children of all ages build their confidence as they explore their environment and make choices for themselves. The childminder and her assistant get down to the children's level. They join in with children's play experiences and generally use questioning well. The childminder monitors children's progress by regularly tracking their development and plans effectively for their individual learning. For example, the childminder supports children's mathematical skills through play activities. Children enjoy sorting bears into groups and building towers with coloured buttons. They develop an awareness of numbers and mathematical language. Where gaps in children's development are identified, the childminder works with parents to put consistent approaches in place.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. She finds out about children's individual interests and routines, to promote continuity of care. The childminder and her assistant routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their confidence and self-esteem. Children learn to share and take turns. The childminder sets clear, age-appropriate boundaries and gently reminds children of these throughout the day. Children gain an understanding of risk through everyday routines and outings. They develop a practical sense of responsibility as they happily help to tidy away toys before selecting something else. Children practise the emergency evacuation drill. They learn about road safety rules when they are out with the childminder and her assistant.

Outcomes for children are good

Children gain many skills they need in preparation for the next stage in their learning, including starting school. They are developing good listening and attention skills during activities. Children are able to follow instructions and attend to their own personal care needs. All children are making good progress given their starting points and capabilities.

Setting details

Unique reference number	EY406264
Local authority	Suffolk
Inspection number	1043414
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	17
Name of provider	
Date of previous inspection	18 November 2013
Telephone number	

The childminder was registered in 2010 and lives in Ipswich, Suffolk. She works with an assistant and operates all year round from 6am to 6pm, 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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