

# Childminder Report

**Inspection date**

19 May 2016

Previous inspection date

19 October 2012

<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

- The childminder is committed to providing children with good quality care and learning experiences. The actions and recommendations raised at the last inspection have been successfully addressed.
- The childminder has a secure understanding of how children learn. She organises her home so that children enjoy free access to a wide range of toys and resources. The childminder interacts well with the children to support their learning and development. All children make good progress.
- The childminder is proactive in keeping up to date with developments in childcare practice and attends training whenever possible. She has formed successful partnerships with other childminders. The childminder meets with them regularly to share ideas for activities to help build on her good practice.
- Children feel safe, happy and secure in the childminder's care. They share warm and trusting relationships with the childminder and each other. This has a positive effect on children's emotional well-being.

### It is not yet outstanding because:

- The childminder's checking of children's progress is not yet robust enough to secure the best possible outcomes for all children.
- Although partnerships with parents are good overall, the childminder does not consistently gather precise information about what children are learning at home, in order to complement and build on these experiences in the setting.
- The childminder sometimes overlooks opportunities to extend children's thinking skills to higher levels.

## What the setting needs to do to improve further

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

- strengthen the checking of children's progress to further enhance planning for their future learning, so they have greater opportunities to make higher levels of progress
- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home, so that this can be taken into account when planning for children's future learning
- provide children with more opportunities to link their thoughts and to develop their own ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector took account of parents' views from information included in the childminder's own parental survey.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding procedures. She has attended training to ensure she can protect children. The childminder knows the appropriate action to take if she has concerns about a child in her care. Policies and procedures are well organised and in line with current legislation. The childminder's risk assessments and daily checks of the premises, and for outings, are thorough. She seeks the views of parents through questionnaires. This enables the childminder to make positive changes and to develop and improve her practice further. Parents express their thoughts about the care and education provided for their children. They are very positive, stating their children are always happy to attend and are making good progress.

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

The childminding setting is very much child-centred. The childminder gets to know the children in her care well and follows their interests and suggestions for activities. Children make choices about what they want to do and when. The childminder effectively supports children's decision making. She gets down to the children's level and joins in with their play experiences. The childminder promotes the development of children's speech and language skills well. She sensitively repeats what children have said to her, enabling them to hear the correct pronunciation of words. The childminder generally uses questions well. She encourages children to talk about their families and experiences they have outside of her setting. Children enjoy talking to the childminder. The childminder observes children in their play and takes photographs to evidence their learning. She keeps parents well informed about their children's development.

### Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. Children are very comfortable in their environment. The childminder is a good role model and provides clear guidance for children about what is acceptable behaviour. She uses constant praise and encouragement throughout activities. This enables children to develop their confidence and sense of self-esteem. Children gain an understanding of risk through everyday routines, activities and outings. They follow rules that keep them safe, such as keeping the sand low in the sand pit. Children follow good hygiene routines and have daily opportunities for fresh air and exercise, either in the childminder's garden or on walks locally. This helps to promote their good health and physical well-being. The childminder takes children to a variety of organised groups. This helps to extend their confidence as they meet with other adults and children. Children become familiar with other settings, for example, when they accompany the childminder to take older children to school.

### Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They concentrate well, develop good physical skills and confidently use equipment, such as glue sticks. Children recognise colours and use number names as they play. They have many opportunities to develop their early writing skills. All children are making good progress given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	251152
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1036956
<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>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 October 2012
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Ipswich, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

