

# Childminder Report

**Inspection date**

13 June 2016

Previous inspection date

14 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and her assistant have taken positive action to swiftly address the actions raised at the last inspection and to improve policy and practice. They demonstrate a clear drive and determination to continually improve and raise the quality of care and learning for children.
- The childminder and assistant know children well and offer an informal, relaxed approach to learning. They provide activities that interest and engage the children, to build on their learning effectively. Children make good progress, so they are well prepared for the next stage in their learning.
- The childminder's home is welcoming and well organised. Children form warm and trusting attachments with the childminder and assistant, who meet their individual care needs and routines consistently well. This promotes children's well-being effectively.
- Children's social and emotional development is promoted well. The childminder and assistant act as good role models and put clear boundaries in place for children to follow. Children are polite, well-behaved and know what is expected of them.
- Partnerships with parents are very positive. The childminder keeps them updated about the themes and activities their children engage in and the progress children make in their learning. Parents value the childminder's flexible, supportive approach that provides continuity of care and encourages children's confidence and independence.

### It is not yet outstanding because:

- The childminder does not obtain enough information about children's developmental starting points to help plan their learning fully from the beginning.
- The childminder does not always provide opportunities for children to extend their thinking and problem-solving skills further.

## What the setting needs to do to improve further

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

- work more closely with parents when their children first start, to gather more precise information about their children's prior learning and development
- extend the opportunities for children to think about solving problems, sharing their ideas and finding different ways of doing things.

### 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 spoke with the childminder, her assistant and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and adults working with children, and evidence of the qualifications of the childminder.
- The inspector took account of the views of parents provided through information included in the childminder's own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and assistant work very well together. They are both keen to attend relevant training, including developing practice in communication, which has had a positive impact on the learning experiences they provide and their professional development. Arrangements for safeguarding are effective. The childminder has completed training about safeguarding children. Both she and her assistant, know the procedures to follow should they have concerns about children in their care. Children are well supervised. They are effectively supported to consider risks and learn to keep themselves safe. The childminder has well-established links with local schools and other settings children also attend. She is committed to working together to ensure continuity of care and learning for children.

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

The childminder and her assistant have a good understanding of how children learn. They provide a well resourced and stimulating environment that gives children plenty of choice in their play. The childminding setting is very much led by children. They become confident and independent learners as they select what they want to play with or eagerly join in the planned activities, linked to a theme or topic of interest. Observations and assessments are undertaken to ensure children's progress is monitored and any gaps in development are identified. The childminder and assistant get down to children's level and engage them in purposeful interactions. They support children's language and communication skills well, as they talk to children, repeat phrases, pronounce words clearly and extend sentences to develop their speech. The childminder develops children's understanding of number, colours and shapes through a wide range of activities and everyday routines. Early literacy and writing skills are promoted well. Children enjoy books, choose materials to draw and recognise their name as they self-register.

### Personal development, behaviour and welfare are good

The childminder provides a child-centred environment where children feel happy and secure. There are positive settling-in arrangements, which meet parents and individual children's needs effectively. Children form strong attachments to the childminder and assistant and secure friendships with each other. They thrive on the constant praise and encouragement they receive and are willing to try new experiences. There is a strong emphasis on teaching children to value and respect others. Children behave well as they receive constant messages about the importance of sharing and taking turns. The childminder is responsive to children's health needs. Children eat healthily, learn good hygiene practices and have plenty of fresh air and exercise.

### Outcomes for children are good

Children make good progress in their learning. The childminder prepares children well for the next stage in their learning, such as starting nursery or school. She ensures that they have the practical skills they need, such as being able to dress themselves. Children develop good social skills to mix with other children and make friends. They are confident communicators, listen well and follow simple instructions.

## Setting details

<b>Unique reference number</b>	251323
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1050927
<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>	1 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	

The childminder was registered in 1998, and lives in Lowestoft. She frequently works with an assistant. The childminder operates all year round, from 7.30am to 6.30pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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