

# Childminder Report

<b>Inspection date</b>	27 June 2016
Previous inspection date	29 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 strives to provide the best possible care for the children that attend her setting. She has created a caring environment, where children demonstrate that they feel secure.
- Children are actively involved within the local community. They regularly attend outings and learn about the world around them.
- Children are happy and enjoy the time they spend with the childminder. They have formed close relationships and demonstrate good social skills.
- Children benefit from being independent learners. The childminder encourages children to achieve their goals and to succeed. As a result, children demonstrate high levels of self-esteem and self-confidence.
- The childminder plans engaging and exciting activities that are based on children's interests and ignite their imagination.

### It is not yet outstanding because:

- The childminder does not always make best use of ways to gather information from parents about children's learning and achievements at home.
- Children's next steps for learning are not yet in depth and highly focused enough to help them to make progress that is better than good.

## What the setting needs to do to improve further

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

- extend opportunities for parents to share more information about their child's learning at home to enhance observations and assessments further
- place a sharper emphasis on identifying more focused, in-depth next steps in learning to ensure that children have access to the most challenging activities that will enable them to make rapid progress.

### 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 observed a planned activity and jointly evaluated this with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the childminder's policies and procedures.
- The inspector took account of the views of parents as provided in documentation.

**Inspector**  
Emily Sturgis

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates that she has a passion for continuing with her professional development and uses different opportunities to further her knowledge. Safeguarding is effective. The childminder demonstrates a sound understanding of child protection issues. She has robust policies and procedures in place and regularly conducts risk assessments to promote children's safety and well-being at all times. The childminder has formed good partnership working with other professionals and has strategies in place to share relevant information, leading to continuity of care for the children. The childminder actively reflects on her practice and uses the views of parents and children to identify areas for improvement.

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

Children have access to a welcoming and exciting environment that inspires them to self-select activities and to lead their own play. They have access to rich learning opportunities, both indoors and outdoors. For example, they have built a bug garden and search for insects. The childminder plans activities that are based around children's interests and next steps for learning. Children show good levels of concentration and are enthusiastic to join in. The childminder sensitively interacts with the children, questioning them and encouraging them to use their imagination and make connections between their experiences. Children have many opportunities to be creative and make marks. For example, they create patterns with the water on the paving and talk about what they look like. Parents speak highly of the tailored care that the childminder provides.

### Personal development, behaviour and welfare are good

Children's independence is very well supported. The childminder encourages children to try new ideas and to persist at an activity if they face difficulties. As a result, children develop high levels of self-esteem and enjoy celebrating their achievements. The childminder ensures children's physical well-being is well catered for. They learn about how to keep themselves safe and be healthy, as well as how to look after other living things, such as plants and animals. The childminder promotes positive behaviour and children respond well to boundaries, demonstrating an understanding of sharing and being kind to one another.

### Outcomes for children are good

Children are making good progress from their starting points. The childminder ensures that children have the foundations for learning in place that prepare them well for their move on to school.

## Setting details

<b>Unique reference number</b>	251374
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1050963
<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 - 10
<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>	29 April 2015
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Beccles. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant level 3 qualification.

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.

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