

Childminder Report

Inspection date

4 July 2016

Previous inspection date

27 June 2014

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 keeps her knowledge and skills up to date and is committed to her ongoing professional development. She accesses a range of training and independent research to help her to continue to improve the quality of provision.
- The childminder evaluates all areas of her practice regularly and seeks the views of parents to help her. She has addressed all actions for improvement raised at the previous inspection and identifies areas that she would like to change to maintain high levels of provision.
- The childminder knows the children and their capabilities very well. She observes them in play and provides an interesting range of activities and experiences to engage and motivate them to learn.
- Children build a secure emotional attachment to the childminder who is responsive to their needs. Children are confident and communicate well with the childminder. They demonstrate independence as they freely choose what they would like to play with.
- The childminder is a good role model to children and demonstrates warmth and kindness. She has high expectations for their behaviour. Children quickly learn rules and boundaries because the childminder is consistent in the messages she gives to them.
- Children make good progress in their learning. The childminder provides opportunities accurately tailored to their individual needs. Children enjoy their time with the childminder and demonstrate their enthusiasm to learn.

It is not yet outstanding because:

- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at the setting.

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 children first start at the setting to gather more-detailed information about what their children can already do.

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 the childminder's self-evaluation, 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 is committed to providing children with good quality care and learning experiences. She is proactive in seeking ways to ensure she follows current guidelines and provides children with exciting ways to learn. The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse. She knows how to report her concerns about children's welfare and has robust policies in place to protect children from harm. She makes regular checks of the areas used by children to ensure they are safe and suitable. The childminder has a thorough set of policies which are carefully followed and shared with parents. This helps parents to be fully aware of the way the setting is run. The childminder adapts her plans for what she provides for children to take account of any emerging gaps in their learning. This helps them to make good all-round development.

Quality of teaching, learning and assessment is good

The childminder provides stimulating activities for children which capture their interest. Children show a good level of engagement given their age. The childminder gives children time to explore their ideas during play. Children explore with coloured pasta and sort out similar colours. They scoop and fill pots and use scales to explore weight and measure. The childminder adapts her teaching skills to take account of children's abilities. They share a book together and she introduces simple vocabulary as children point to pictures. For the most able children, she encourages them to name what they can see. The childminder works in close partnership with parents to support children's learning. She communicates with them regularly about what children are learning and her plans for their ongoing learning. Parents value this information sharing and complement this by providing information about children's interests and ongoing achievements at home.

Personal development, behaviour and welfare are good

Children are happy and relaxed in the care of the childminder. They benefit from regular outdoor opportunities, such as going on walks or playing in the childminder's well-resourced garden. This promotes their physical well-being and gives them the opportunity to exercise their body. Healthy eating is promoted in the setting and children adopt good hygiene procedures. The childminder praises the children often and takes an active interest in their learning. This supports their self-confidence and self-esteem. Children learn to respect others and even the youngest children are taught to share and be kind to each other. The childminder quickly intervenes if necessary and provides additional resources to use to satisfy each child's desire to learn and be involved. Children learn to respect toys and resources and happily join in tidying resources away.

Outcomes for children are good

Children develop good social skills from an early age. They understand the need to cooperate with others and respect each others' choices. They learn to communicate effectively and become confident learners who take pride in their achievements. This prepares children well for the next stage in their learning, such as school.

Setting details

Unique reference number	251103
Local authority	Suffolk
Inspection number	1044004
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	27 June 2014
Telephone number	

The childminder was registered in 1995 and lives in Bury St Edmunds. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

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