

# Childminder Report

<b>Inspection date</b>	12 July 2016
Previous inspection date	25 July 2014

<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 is well organised and professional. Children experience a calm and relaxed environment and take part in a wide and interesting range of activities in the child-centred provision.
- The childminder is committed to providing good quality child care. She has addressed all actions highlighted at the previous inspection and continues to evaluate her practice. Ongoing improvements have led to her strengthening the quality of provision.
- The childminder completes regular ongoing observations of children and gets to know them well. She is fully aware of their current stage of development and demonstrates her secure understanding of how to promote children's learning.
- Children build secure emotional bonds to the childminder. She gives them close attention and support and is responsive to their needs. Children are valued as individuals and develop confidence to express their own thoughts and ideas.
- The childminder closely follows the progress children make. She is aware of any gaps in children's learning and focuses her support to ensure children make good all-round progress.

### It is not yet outstanding because:

- The childminder does not use highly effective methods to share the most current information about children's achievements and interests with other settings they attend.
- The childminder does not pinpoint children's starting points in learning at the earliest opportunity. She does not seek in-depth information from parents when children first start at the setting regarding their learning and achievements at home.

## What the setting needs to do to improve further

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

- strengthen the partnerships with other settings children attend, sharing up-to-date information about children's learning and progress to promote continuity and rapid progress
- seek more-detailed information from parents when children first start in order to pinpoint children's starting points in learning at the earliest opportunity.

### 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 arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and has a secure understanding of the procedure to follow if she is concerned that a child is at risk of harm. The childminder's policies and procedures are implemented effectively in the setting. These are shared with parents to keep them informed of how the setting is run. The childminder is vigilant in carrying out thorough and regular checks to ensure that her premises are safe and secure for children. She has a childcare qualification and seeks ways to continue to update her knowledge and skills. She completes her own research, such as learning more about children with specific needs. She targets training to improve her practice and to directly benefit children. She meets up with other childminders in order to share ideas and knowledge.

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

The childminder plans interesting and stimulating activities for children which are targeted to their individual level of development. She makes learning fun and stimulating for children. They recognise familiar letters and learn letter sounds in play-based learning activities. They use a range of resources for printing, colouring and painting letters which captures children's interest for extended periods of time. The childminder follows children's ideas as they lead their own play. They demonstrate their keen interest as they make suggestions and ask questions. The childminder extends play by joining in and skilfully adapting activities. She adds additional resources to keep activities flowing, sparking children's imagination and interest. The childminder shares information with parents about children's learning in the setting and encourages parents to further support children's learning at home. Parents comment positively about their children's progress.

### Personal development, behaviour and welfare are good

Children develop in their independence, and demonstrate that they are keen to have a go, try out new experiences and learn to be responsible. Children operate electronic equipment, such as a printer. They eagerly help to clean up and tidy away after activities, such as they wash up resources used for painting and stamping. The childminder is a good role model to children. She is kind, patient and has high expectations for children's behaviour. Children are reminded to have good manners and to treat others with respect. They behave consistently well. The childminder promotes healthy eating and drinking water regularly in the setting to support children's good health. The childminder explains the importance of washing their hands before eating. She also provides regular opportunities to be out and about in the fresh air, such as at the local park or in her garden to support children's physical well-being.

### Outcomes for children are good

Children engage well in all activities the childminder provides for them. They are inquisitive, demonstrate good levels of concentration and show an enthusiasm for learning. The childminder supports children well to make good progress in all areas of learning, particularly in their communication and language skills. Children are well prepared and gain key skills needed to help them to be ready for when they start school.

## Setting details

<b>Unique reference number</b>	EY330666
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1044313
<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>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 July 2014
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Bury St Edmunds. She operates all year round from 7.30am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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