

# Childminder Report

**Inspection date**

19 July 2016

Previous inspection date

8 July 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 evaluates her practice regularly and has made improvements since her last inspection. All actions have been successfully addressed. The childminder regularly monitors children's development and effectively plans how to support them to continue to achieve and learn. All children make good progress.
- Children feel happy, safe and secure in the childminder's care. She provides a warm and welcoming environment. The childminder forms close, caring bonds with the children and is responsive to their individual needs. This has a positive effect on their emotional well-being.
- The childminder has well-established links with local schools and other settings children also attend. She is committed to working together with them to ensure continuity of care and learning for children.
- Children have daily opportunities for exercise and fresh air. They walk to school with the childminder and visit places nearby, such as the park after collecting children from school. This helps to support children's good health and their physical well-being.

### It is not yet outstanding because:

- Although partnerships with parents are good overall, the childminder does not consistently gather precise information about what children are learning at home to complement and build on these experiences in the setting.
- The childminder's professional development programme is not yet focused enough on broadening her knowledge and skills to raise the quality of the provision and teaching to the highest level.

## What the setting needs to do to improve further

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

- 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
- enhance the quality of teaching and learning further, reviewing professional development plans so that training is more sharply focused and targeted on broadening knowledge and skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- 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 the qualifications of the childminder and the evidence of suitability of all household members.
- The inspector looked at written testimonials from parents.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly observes children during activities and monitors their progress. She keeps parents well informed about their children's development through daily verbal communication. The childminder reviews and updates policies and procedures so that they are in line with current legislation and guidelines. She keeps up to date with mandatory training, such as child protection and first aid. The childminder understands the importance of keeping children safe and protected from harm. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She has attended training to ensure that she can protect children. She knows the appropriate action to take if she were to have a concern about a child in her care. The childminder carries out risk assessments and daily checks of her premises and outings.

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

The childminder provides a good range of toys and resources. She presents these effectively to encourage the children to initiate their own play. Children develop their independence as they explore at their own pace and select the resources they wish to play with. Babies have sufficient space to move around and practise their early walking skills. The experienced childminder has a good understanding of how children learn. She clearly understands when it is appropriate to involve herself in children's play and when to sit back and observe. The childminder talks to children as they play, responding well to babies' vocalisations and babbles. She uses every opportunity to extend children's learning by introducing colours, numbers and new vocabulary as they play. For example, as children investigate peg puzzles, the childminder names the animals on the pieces. She encourages the children to imitate the sounds the animals make.

### Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder regularly attends community groups with the children. This helps to extend their confidence as they learn to mix with other adults and children. The childminder provides children with opportunities to discover and learn about the world around them. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences. Children practise the emergency evacuation drill. They learn about road safety rules when out with the childminder. The childminder supports children to be emotionally well prepared for the next stage in their learning. They become familiar with other settings when they accompany the childminder to collect older children from school.

### Outcomes for children are good

The childminder has high expectations of all children and places a strong emphasis on helping them to become independent in preparation for school or the next stage of their learning. She ensures that they have the practical skills they need, such as being able to take off their own shoes and dress themselves. The childminder works well with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. This ensures that children make good progress.

## Setting details

<b>Unique reference number</b>	250880
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1051149
<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>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 July 2015
<b>Telephone number</b>	

The childminder was registered in 1988 and lives in Ipswich, Suffolk. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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