

# Childminder Report

**Inspection date**

26 July 2016

Previous inspection date

2 May 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 has worked hard to address the actions and recommendations from the last inspection. She has significantly improved her knowledge and understanding of the learning and development requirements to help her meet children's learning needs.
- Children develop close emotional attachments to the childminder. They are happy and settled in this friendly and welcoming childminding setting.
- Partnerships with parents are friendly and trusting. The childminder keeps them fully informed about their child's day and learning. She encourages parents to continue to share what they know about their child. This helps the childminder in her planning for children's continuing progress.
- The childminder provides a stimulating learning environment, both indoors and outside. Toys and resources are stored well, enabling children to select for themselves, promoting their independence and confidence.
- The childminder gives priority to supporting children's language and communication skills. She engages older children in conversation and actively encourages the developing vocabulary and understanding of younger children.

### It is not yet outstanding because:

- The childminder does not fully promote children's developing ability to concentrate. She does not keep background distractions, such as the television, to a minimum.
- The childminder does not seize opportunities to promote children's understanding of number and counting during play and routine activities.
- Children's growing awareness of keeping healthy is not consistently reinforced through the personal hygiene routines.

## What the setting needs to do to improve further

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

- support children's developing capacity to concentrate
- focus more closely on promoting children's developing awareness of numbers and counting
- reinforce children's growing awareness of the importance of good hygiene practices more consistently.

### 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 at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector spoke to a parent and took account of written questionnaires completed by other parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the possible indicators of abuse. She maintains training in child protection to reinforce her knowledge of the appropriate action to take to report concerns and protect children's welfare. Reflective practice is embedded into the self-evaluation process. The childminder is committed to providing a good quality care and learning experience for children. She has attended training and sought advice from other professionals as part of her drive to improve. She is aware of her strengths and areas for development, and seeks the views of parents when planning for improvement. Written questionnaires indicate the high regard parents have for the childminder and describe her as a lovely person. They appreciate that she is concerned with the whole family and value the care she provides in times of crisis.

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

The childminder knows the children in her care well. She finds out about their starting points on entry to the setting, through her discussions with parents and written records that they complete. She is fully aware of where children are in their learning and what she needs to do to support their continuing progress. Children are able to choose what they want to do and the childminder responds well to their changing interests. She is actively engaged in the children's play and encourages them to persevere in activities. When playing with finger puppet animals the childminder introduces animal names and sounds. Younger children are encouraged to repeat the sounds. She plays with the children as they explore commercially purchased and home-made musical instruments, encouraging them to carefully listen to the sounds they make.

### Personal development, behaviour and welfare are good

The childminder supports children effectively as they move from home to her childminding setting. Parents report that their children are, 'Extremely happy and excited to attend'. Children's emotional well-being is fostered very well. They readily go to the childminder for support as they play and learn. Babies happily snuggle in and fall asleep in her arms. The childminder is a good role. She treats children with respect and positive regard. She effectively builds children's self-esteem. She gives meaningful praise for good behaviour and individual efforts. The childminder takes children on outings into the local community where they build on their social skills and develop positive attitudes to others. Children enjoy outdoors play and practise their physical skills on the varied range of play equipment.

### Outcomes for children are good

The childminder has a secure understanding of the age group she is working with. She checks children's progress regularly to ensure that any gaps in their learning are identified and managed. Children make good progress from their starting points and develop the confidence to embrace new experiences. They develop a good foundation for future learning, such as when they move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY366464
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1043850
<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 - 8
<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>	2 May 2014
<b>Telephone number</b>	

The childminder was registered in 2008. She operates all year round from 7am to 6pm on Monday to Friday, except for family holidays.

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Piccadilly Gate  
Store St  
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