

Childminder Report

Inspection date

28 July 2016

Previous inspection date

2 June 2015

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 has worked hard to address the actions and recommendations set at her last inspection. For example, she has improved the quality of her observations and evaluations of children's learning. This helps her to accurately identify what she needs to do to support children's continuing progress.
- The childminder provides a stimulating learning environment, both indoors and outside. Toys and resources are stored to enable children to select for themselves, promoting their independence and confidence.
- Children's speech and language development are promoted effectively. The childminder engages children in conversation and actively listens to what they say. She introduces new vocabulary and encourages children to repeat back what they have heard.
- Children are happy and settled in this friendly and welcoming childminding setting. They develop close emotional attachments to the childminder and good friendships with each other. Children are helped to play in ways that are safe for themselves and others.
- The childminder builds friendly and trusting relationships with parents. She keeps them fully informed about their child's day and encourages them to continue to share what they know about their child.

It is not yet outstanding because:

- Links with other settings that children attend are not always established in a timely way to fully ensure that information is quickly shared.
- The childminder's checking of children's progress is not yet rigorous enough, to ensure that children are making the best possible progress that they can.

What the setting needs to do to improve further

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

- establish consistency in the timeliness of building partnerships with others who provide care and learning for each of the children
- strengthen the ways in which children's progress is monitored, to ensure that they are making the best possible progress across all areas of learning.

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 spoke with the childminder and the children 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 checked evidence of the suitability of all household members, qualifications of the childminder and her self-evaluation form.
- The inspector spoke with a parent and took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to providing a good quality care and learning experience for all children. She actively seeks advice from other professionals as part of her drive to improve. She also seeks the views of parents as part of her self-evaluation process. Parents speak highly of the service that is provided and appreciate the home-from-home environment. They feel well informed and state that communication is good. The childminder's home is safe and secure. Children play safely both indoors and outside. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse, to ensure that she recognises when a child is at risk. She has attended training in child protection to reinforce her knowledge of how to protect children's welfare and how to report concerns.

Quality of teaching, learning and assessment is good

The childminder knows the children well and has a secure understanding of the age group she is working with. She understands where children are in their learning and takes their interests into account when planning for their next steps. For example, she uses children's interest in malleable materials to promote their hand-to-eye coordination and to develop the muscles in their hands used for writing. Children enjoy exploring the texture of the dough and readily attempt to use the one-handed tools. They play imaginatively, making sausages and snowballs from the dough. The quality of teaching is consistently good. The childminder is actively engaged in children's play. She sits with the children as they draw and encourages them to give meaning to the marks that they make. She responds well to children's changing interests. They are encouraged to play outdoors where they develop their physical skills using the varied range of play equipment.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported well. The childminder supports them effectively as they move from home to her childminding setting. She visits children in their own home, as part of her settling-in process, where they get to know her in their own, familiar environment. Parents state that the childminder offers the children 'care, love, attention and so much more'. The childminder is a good role model and establishes warm, caring relationships with the children in her care. They readily go to her for support as they play and learn. Children play well together and seek out others to share their play experiences. They are polite and respond well to the childminder's high expectations. Consistent routines are in place, supporting children's sense of belonging. They embrace new experiences with confidence.

Outcomes for children are good

Children develop a good foundation for future learning, such as when they move on to nursery or school. They become confident communicators and readily express their thoughts and opinions. They count readily in routine and play situations. They manage their own self-care skills relevant to their age and stage of development.

Setting details

Unique reference number	EY341232
Local authority	Suffolk
Inspection number	1051061
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	2 June 2015
Telephone number	

The childminder was registered in 2006 and lives in Felixstowe, Suffolk. She operates for 48 weeks of the year from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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