

# Childminder Report

**Inspection date**

8 August 2016

Previous inspection date

11 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 has taken positive action to address the actions and recommendations raised at the last inspection. For example, she has developed her knowledge and understanding of how to identify children's individual stage of learning and plan for their continuing progress.
- The childminder knows the children well and offers an informal, relaxed approach to learning. Children make independent choices from the wide range of resources and planned activities and show a real enthusiasm for learning. They chose to spend a great deal of time in the recently improved and well-planned garden.
- Children get along well and have formed friendships. The childminder is a good role model to children and demonstrates warmth and kindness. She supports children to share and take turns, become polite and caring and consider one another's choices.
- The premises are warm, welcoming and very child-centred. The childminder supports children effectively as they move from home to her childminding setting. Parents fully appreciate, and comment positively on, the childminder's care for their children and the interesting activities and outings that she organises to support their development.
- The childminder has a secure understanding of her role in safeguarding children. She has effective policies and procedures in place to protect children and keep them safe from harm in her setting and while on outings.

### It is not yet outstanding because:

- The childminder does not focus ongoing professional development opportunities precisely enough on raising the quality of her teaching to the highest level.
- 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:

- strengthen professional development plans so that they are more focused on achieving and attaining outstanding levels of teaching and practice
- 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 outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, co-childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents provided through written testimonials and information included in the childminder's own parent survey.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her co-childminder are committed to providing children with good quality care and learning experiences. They are proactive in seeking ways to ensure that they follow current guidelines and provide children with exciting ways to learn. They occasionally work with an assistant, who is familiar with the policies and working practices adopted within the setting. Arrangements for safeguarding are effective. The childminder knows how to protect children's welfare and report concerns. She makes regular checks of the areas used by the children to ensure that they are safe and suitable. The childminder has well-established links with the local school and other settings children attend. She is committed to working together to ensure continuity of care and learning for children.

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

The childminder gets to know the children well through regular observations and accurate assessments of what they can do. She takes account of any emerging gaps in children's learning when planning activities, helping them to make good all-round progress. Children benefit from the childminder's natural and enthusiastic engagement with them. The childminder gives children time to explore their ideas, offers suggestions to promote their enjoyment and extends their learning. She supports children's language development well as she talks to the children during their play, introducing new words and explaining their meaning. Children play cooperatively with water, filling jugs and pouring them skilfully into tubes and collecting water at the end of the run. They adapt wooden blocks into steps so they can reach the top of the piping and the childminder supports them to do this safely. Children are very imaginative. They make 'potions', collecting items from the garden. They learn about the lifecycle of plants and animals. Children take part in planting and growing activities and know the habitat of small creatures that they find in the garden.

### Personal development, behaviour and welfare are good

Children are happy and relaxed in the care of the childminder. They benefit from regular outdoor activities, such as walks or playing in the childminder's well-resourced garden. This promotes children's physical well-being and provides opportunities to exercise their body. Children are learning how to look after themselves and adopt good hygiene practices during daily activities. The childminder provides a balanced diet and mealtimes are social occasions. Children's self-confidence is promoted well, as the childminder often praises them. The childminder regularly takes children on outings into the community, where they enhance their social skills and are supported to develop positive attitudes to others.

### Outcomes for children are good

All children make good progress in their learning. They have good opportunities to develop their speaking and listening skills and become confident communicators. Children develop a good foundation for future learning, such as moving on to school. They are confident to embrace new experiences willingly.

## Setting details

<b>Unique reference number</b>	EY398930
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1044275
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 July 2014
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Lowestoft, Suffolk. She works with a co-childminder and occasionally with an assistant. The childminder operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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Manchester  
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