

# 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 effective steps 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 how to plan for their continuing progress.
- The childminder has a good knowledge of the interests and capabilities of the children she cares for. She provides them with a stimulating range of activities and experiences both indoors and outside that promotes their enthusiasm for learning.
- Partnerships with parents are very positive. The childminder keeps them updated about the themes and activities their children engage in and the progress they make in their learning. Parents value the childminder's flexible, supportive approach that provides continuity of care and encourages children's confidence and independence.
- The childminder seeks the views of parents and children when identifying ways of improving the experiences she provides. Her priority is to ensure that children are happy and treated as part of the family. Children respond with affection to the childminder and invite her to share in their play and learning.
- All children, including those who speak English as an additional language, make good progress in their learning. They have good opportunities to develop their speaking and listening skills and become confident communicators.

### 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 they 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, the 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 demonstrate a clear drive and determination to continually improve and raise the quality of care and learning opportunities for children. They, occasionally, work with an assistant who is familiar with the policies and working practices adopted within the setting. Policies are also shared with parents, helping them to know how the setting is run. Arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms of abuse and knows how to report any concerns about a child's welfare. The childminder is quick to identify where any gaps in children's development may be and works closely alongside parents and other professionals to establish strategies to help narrow the gap.

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

The childminder plans a wide range of activities and meaningful experiences according to children's interests and learning needs. She is actively involved in their play, adapts activities, so they are age-appropriate and readily changes tasks in response to younger children's short concentration span. Children become engrossed in playing with their favourite toys and resources. The childminder promotes children's language skills well as she encourages them to engage in conversations and talk about what they are doing. Children's mathematical development is supported well. They enjoy playing games that support their counting skills and the childminder introduces colour and shape recognition to their play. Children demonstrate good hand-to-eye coordination and hand strength while using tools, such as tweezers. The childminder seizes opportunities for children to start to recognise letter sounds as she introduces these while they play with lettered flags. The environment is rich in print, supporting children's early literacy development. Books are accessible indoors and outside and children happily choose their favourites.

### Personal development, behaviour and welfare are good

Children form positive relationships with the childminder and friendships with each other. The childminder provides children with consistent guidance about expected behaviour. They are encouraged to share, take turns and consider the feelings of others. The childminder takes children into the local community to help them become used to meeting different people in various situations. They learn how to keep themselves safe and how to look after other living things, such as plants and animals. The childminder is responsive to children's health needs. Children eat healthily, learn good hygiene practices and have plenty of fresh air and exercise.

### Outcomes for children are good

All children make good progress and develop the skills to ensure that they are well prepared for the next stage in their learning. They are eager to participate in activities and make independent choices of what they would like to do. Children independently manage their personal care needs and are confident in the company of others. They learn to communicate effectively, are confident to express their ideas and needs, listen well and follow simple instructions.

## Setting details

<b>Unique reference number</b>	EY398869
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1044274
<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>	12
<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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