

Childminder Report

Inspection date

11 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 is committed to continuous improvement. Reflective practice is embedded into her self-evaluation. She seeks the views of parents and children when planning for improvement.
- Effective partnerships with parents are established. The childminder is dedicated to working together with them. She keeps them fully informed about their children's day and learning and encourages them to continue to share what they know about their child.
- The childminder has a secure understanding of the age group she is working with. She plans and provides an interesting and varied range of activities to promote the next steps in children's learning. The quality of interaction between the childminder and the children is good, supporting children to make good progress in their learning and development.
- The childminder provides a warm and welcoming environment in which children are settled and happy. They develop close emotional attachments to the childminder, readily going to her for cuddles and support as they play and learn.
- The childminder is effective in promoting the development of children's language and communication skills. She responds well to the babbles and gestures of babies, introducing vocabulary and providing a running commentary as they play.

It is not yet outstanding because:

- The childminder does not make the best use of learning outdoors. She does not fully support those children who learn best from playing outside to develop their early reading and mathematical skills.
- Toys and resources are not presented well. Children are not able to readily access them as part of being active learners who make choices about their play.

What the setting needs to do to improve further

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

- focus more closely on supporting the early reading and mathematical skills of children who prefer to learn in the outdoor environment
- build on opportunities that children have to explore, select and use activities and resources independently.

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 activity planning, 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 and improvement plan.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder fully understands her role in protecting children's emotional and physical well-being. She takes responsibility for keeping up to date with legislation and good practice guidance, through completing relevant training and seeking the views of other professionals. The childminder provides a good quality care and learning experience for children. She has a well-focused improvement plan that is challenging but achievable and works with parents to trial new ways of working. For example, she is currently exploring different ways of keeping parents fully informed about their children's day and developmental progress. She is seeking the views of parents about their preferences. Written questionnaires from parents indicate that they are very happy with the standard of care provided to their children. They particularly appreciate the childminder's warm personality and the way she looks after the children.

Quality of teaching, learning and assessment is good

The childminder finds out about children's starting points when they first attend her setting, through her in-depth discussions with parents and observing the children as they play. She gets to know the children well and talks confidently about where they are in their learning. The childminder knows what she needs to do to support their continuing progress. Planned activities meet children's learning needs and the childminder responds well to their interests. For example, when encouraging children to investigate making marks with paint, she uses their fascination with wheels to promote this, using small-world wheeled toys in paint. Children readily explore the texture of the paint and put the wheels in the paint. They watch with interest as they roll the vehicles over the paper and make marks.

Personal development, behaviour and welfare are good

The childminder is a very good role model who fosters children's emotional well-being effectively. She establishes warm, caring relationships with the children and supports children effectively as they move from home to her childminding setting. The childminder talks to parents about babies' established routines for feeding and sleeping and follows these to promote continuity of care. Children are treated with positive regard. The childminder effectively builds children's self-esteem, demonstrating new skills and congratulating children when they manage the skill for themselves. Children beam with delight at her praise. She provides well for children's physical development in the outdoor environment. For example, children can freely access the trampoline, pushchairs, ride-on toys and balls. The childminding premises are warm and welcoming.

Outcomes for children are good

Children develop a good foundation for future learning, such as when they move on to nursery or school. They develop in confidence and work comfortably within the range of development typical for their age. The childminder checks children's progress, to ensure that any gaps in their learning are identified and addressed.

Setting details

Unique reference number	EY479221
Local authority	Suffolk
Inspection number	984806
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014. She operates all year round from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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