

# Childminder Report

<b>Inspection date</b>	25 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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. She seeks the views of parents through daily discussions and written questionnaires as part of the evaluation of her practice.
- Clear and consistent boundaries are in place for children's behaviour. The childminder reminds children of these when managing unwanted behaviour. The strategies she uses take into account the age and level of understanding of the children. Children play well together and develop good friendships.
- Children's emotional well-being is supported effectively. The childminder provides a warm and welcoming environment where children are happy, settled and confident to express themselves.
- The childminder actively promotes children's critical-thinking skills. She asks probing questions to challenge their thinking and gives them time to consider and express their responses.
- The childminder has a secure understanding of the age group she is working with. She knows what she needs to do to support children's individual progress.

### It is not yet outstanding because:

- The childminder has not fully explored all ways to keep parents informed about their children's progress and encourage them to share knowledge of their children's learning.
- The childminder does not make the best use of outdoor learning opportunities. She does not fully support those children who learn best through playing outside to develop their literacy and mathematical skills.

## What the setting needs to do to improve further

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

- strengthen the arrangements to keep parents informed about their children's learning and continue to share more details about what their children know and can do
- focus more closely on supporting the early mathematical and literacy skills of children who prefer to learn in the outdoor environment.

### 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 self-evaluation form.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on the service that she provides. She constantly evaluates what she is doing to ensure children receive a good quality care and learning experience. Safeguarding is effective. The childminder has a good awareness of the indicators of abuse. She knows how to protect children's welfare and report concerns. The childminder takes responsibility for her own professional development and implements what she has learned into her setting. For example, following training about working with two-year-old children, she has revised how she supports them to play and learn. The childminder builds strong partnerships with parents. Written testimonials indicate the high regard they have for her. Parents state that they are 'delighted with the care provided' and appreciate her flexibility to meet their changing childcare needs.

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

The childminder understands how children learn and knows the children well. She is fully aware of where they are in their learning takes their interests into account when planning for their next steps. The childminder is actively engaged in the children's play. She skilfully extends planned activities, effectively helping children to explore and investigate. For example, the childminder encourages children to fill lidded containers with rice. They experiment to see if they need more or less rice to create quiet and loud sounds when the container is shaken. The childminder supports the development of children's speech and language. She engages them in conversation and introduces new vocabulary. Children are confident communicators. They play imaginatively based on their own experiences and develop their physical skills on the range of outdoor equipment.

### Personal development, behaviour and welfare are good

The childminder establishes warm, caring relationships with the children in her care. They readily go to her for cuddles and support as they play and learn. The childminder is a good role model. She is calm, gentle and effectively builds children's self-esteem. She adapts adult-led activities so that each child can participate at their own level of understanding. Children are taken on outings into the local community where they practise their social skills and develop positive attitudes to others. The childminder encourages children to develop an awareness of health and safety practices. For example, they understand the need to wear hats and sunscreen before going outdoors in hot weather.

### Outcomes for children are good

The childminder checks children's progress to ensure that any gaps in their learning are identified and managed. Records show that children make good progress from their starting points. Their self-care and independence are promoted well, supporting them as they develop the skills needed to be ready for school. Children enjoy stories and understand that print carries meaning. Younger children retell familiar stories using the illustrations as a guide. Their mathematical skills are developing well. Children readily count during routines and in play situations.

## Setting details

<b>Unique reference number</b>	EY476399
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	961556
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

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

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Piccadilly Gate  
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