

# Childminder Report

**Inspection date**

30 August 2016

Previous inspection date

23 October 2015

<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 uses information gathered from parents and other professionals to help her to evaluate her provision. She accurately identifies where improvements can be made and has successfully raised the quality of practice since the last inspection.
- The childminder exchanges good quality information with other settings children attend to provide continuity in their care and learning. She meets with staff at the local school to share her assessments of children to support their successful move to school.
- Partnerships with parents are effective. The childminder keeps parents fully informed of children's learning and progress. She works closely with them and involves them in all aspects of children's learning to enable them to continue children's learning at home.
- The childminder knows the children well and makes good quality observations and assessments of their learning. This helps her to plan targeted next steps to promote children's ongoing learning.
- The childminder provides a calm and welcoming environment for children. They build close bonds with the childminder and are confident to express their views and opinions.
- Children make good progress in their learning and some make progress above that expected for their age. Children are enthusiastic and active learners who consistently demonstrate their eagerness to learn.

### It is not yet outstanding because:

- The childminder does not access a broad range of opportunities to support her ongoing professional development and widen her knowledge, skills and understanding.
- The childminder does not make the best use of information available to pinpoint children's starting points in learning at the earliest opportunity.

## What the setting needs to do to improve further

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

- access an even wider range of ongoing professional development opportunities to add depth and breadth to skills and knowledge and raise the quality of teaching even higher
- use information gained from initial observations, complemented with information from parents when children first start at the setting, to more precisely identify children's starting points in learning and implement plans for learning at the earliest opportunity.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning and development records, and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has addressed all actions raised at the last inspection and demonstrates a commitment to continuing to improve the quality of her provision. The arrangements for safeguarding are effective. The childminder has secure procedures in place for keeping children safe from harm. She is aware how to report her concerns at the earliest opportunity and keep accurate records. She is vigilant in keeping children safe when out and about and implements her policies effectively, such as in maintaining children's confidentiality. Children access opportunities in the community, such as a local toddler group, to broaden their range of experiences and to meet new friends. This complements learning in the setting as children learn to listen to, and play successfully alongside, others to develop appropriate social skills.

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

The childminder demonstrates her secure knowledge of the way children develop and adopts effective strategies to promote their learning. She listens intently to children and follows their ideas as they play. She asks questions to extend their learning and encourages children to think more deeply. The childminder is perceptive to younger children's efforts to communicate and reads their signs well, such as when they point to what they want and use body language to indicate likes and dislikes. The childminder supports children's language skills as she describes and provides a commentary as they play. She consistently offers children challenge in their learning. She extends the learning of those children who are most capable even further, for example as they learn about verb endings and practise writing simple sentences to promote their literacy skills.

### Personal development, behaviour and welfare are good

Children are competent in identifying their own rules in play. They successfully negotiate how to share resources and take turns with each other, with minimal adult intervention. The childminder is skilful and knows when to intervene to help children consistently implement the setting's expectations for behaviour. Children listen carefully to the childminder and follow the instructions she gives. She is a good role model and is polite and kind to others. Children recognise this and consistently use good manners and show respect for others and their environment. The childminder supports children's self-esteem and gives them praise for their efforts. This helps to build children's confidence and they proudly share their achievements with others. Children are fully familiar with the setting's routines and independently manage their self-care. For example, older children recognise they need to wash their hands before eating and complete the task independently.

### Outcomes for children are good

Children are motivated and enthusiastic learners. They engage well in activities and show good levels of concentration. Older children are keen to test out their knowledge of simple mathematical problems, such as counting and subtracting. Younger children quickly develop confidence to explore in their new surroundings. This prepares children well for their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	250930
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1058056
<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>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 October 2015
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Norfolk. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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