

# Childminder Report

**Inspection date**

19 September 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

- Children's communication and language skills are supported well. The childminder consistently models language and introduces new vocabulary appropriate to individual children's current stage of development. Children are keen to demonstrate what they know as they repeat words they hear and name familiar objects.
- The childminder works in partnership with parents to effectively support children's learning. She keeps parents fully informed of how their children are progressing and provides continuity in children's learning between her setting and at home.
- Children build secure bonds with the childminder. She is responsive to their needs and interacts with them as they play. Children respond well to the childminder, and demonstrate that they feel safe and secure in her care.
- The childminder has high expectations for children's behaviour. Children learn to use good manners from an early age and develop good social skills. They share resources and work together to complete simple tasks, such as tidying away toys.
- Children are active and enthusiastic learners. They engage well in activities and demonstrate a passion for learning. This helps children to achieve to their full potential.

### It is not yet outstanding because:

- The childminder does not continually reflect on all areas of her provision in great detail. While improvements are made to practice, these are not widespread to help her achieve provision of the highest quality.
- The childminder does not access a broad range of opportunities to deepen her knowledge of the most effective strategies to use to promote children's more rapid progress.

## What the setting needs to do to improve further

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

- reflect more thoroughly on all areas of provision to identify strengths and weaknesses in practice, and develop a robust plan for achieving practice of the highest quality
- explore an even wider range of professional development opportunities to enhance provision and personal practice to help children to make even more rapid progress.

### 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 jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as 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 arrangements for safeguarding are effective. The childminder is secure in her knowledge of how to report any concerns about children's welfare. She updates her knowledge of the latest safeguarding issues regularly. The childminder makes regular ongoing checks of her environment to help her ensure children are kept safe at all times. She talks to children about hazards to teach them to manage their own personal safety. The childminder takes children out and about in the community. They visit local groups to develop their social skills and widen their experiences. Parents comment positively about the childminder. They value the welcoming environment she provides and value her enthusiastic and caring nature. The environment she provides is carefully arranged to take account of the needs of the children who attend and provide them with good quality learning opportunities.

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

The childminder demonstrates her secure knowledge of children's learning and development. She makes ongoing observations of children to assess what they know and can do. Activities are carefully planned and skilfully adapted to take account of individual children's styles and level of development. The childminder enthuses and motivates children to learn. She follows children's interests and ideas as they play and skilfully deepens their learning as she makes suggestions and asks questions to extend their thinking further. The childminder promotes children's mathematical development throughout the day. Children count at every opportunity and learn to use positional language during their play. They use natural objects to play a matching game and learn to identify similarities and differences in the environment.

### Personal development, behaviour and welfare are good

Children's good health is promoted well. They are offered healthy options to eat and drink. Young children recognise that they have fruit at snack time and are able to name their favourite fruit. They learn to identify when they are thirsty and access their drinks independently. This helps them to develop an awareness of how to lead a healthy lifestyle. Children adopt good hygiene procedures, routinely washing their hands at appropriate times, such as before eating. Children benefit from regular outdoor play to promote their physical development and well-being. They go for walks and explore in the childminder's garden. She provides a range of resources to help them to exercise their bodies. For example, children join in a game of skittles outdoors and proudly announce when they have knocked over the skittles. The childminder praises children often for their achievements to support their confidence and self-esteem.

### Outcomes for children are good

Children make good progress in their development. They are keen to join in activities, demonstrate good listening skills and follow guidance given by the childminder. They show an interest in the world around them and are keen to explore and investigate. They equally enjoy and engage in adult guided and independent learning opportunities. This prepares them well for their future learning, such as their move on to school.

## Setting details

<b>Unique reference number</b>	EY480260
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	986141
<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>	0 - 3
<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>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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