

Childminder Report

Inspection date

16 September 2016

Previous inspection date

23 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 positive steps to address the actions and recommendations raised at the last inspection. For example, she continually monitors children's progress and has built effective communication links with other settings that children attend.
- Children feel safe, happy and secure in the childminder's care. She provides a warm and welcoming environment. The childminder forms close, caring bonds with the children and is responsive to their individual needs. This has a positive effect on their emotional well-being.
- The childminder has a good knowledge and understanding of how children learn. She supports their play and learning well. All children make good progress.
- Children follow good hygiene routines and enjoy healthy snacks and meals. They have daily opportunities for fresh air and exercise. This helps to promote their good health and supports their physical well-being.
- Parents express their thoughts about the care and education provided for their children. They are very positive, commenting that they would happily recommend the childminder.

It is not yet outstanding because:

- Although partnerships with parents are good overall, the childminder does not consistently gather precise information about what children are learning at home, in order to complement and build on these experiences in the setting.
- The childminder does not focus ongoing professional development opportunities precisely enough on raising the quality of the provision and her teaching to the highest level.

What the setting needs to do to improve further

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

- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home, so that this can be taken into account when planning for children's future learning
- enhance the quality of teaching and learning further, reviewing professional development plans so that training is more sharply focused and targeted on broadening knowledge and skills.

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 held discussions with the childminder at appropriate times throughout the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, such as records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the importance of keeping children safe and protected from harm. She has a good understanding of safeguarding procedures. The childminder has attended training to ensure that she can protect children. She knows the appropriate action to take if she were to have a concern about a child in her care. The childminder regularly reflects on, and evaluates her practice, to identify ongoing improvements. She reviews activities she plans for the children. She monitors how well they went so she can plan ways to improve them further.

Quality of teaching, learning and assessment is good

The childminder gets to know the children well through regular observations and accurate assessments of what they can do. She takes account of any emerging gaps in children's learning when planning activities, helping them to make good all-round progress. The childminder provides a good range of toys and resources. She presents these effectively to encourage the children to initiate their own play. The childminder gets down to the children's level and provides effective support. She effectively promotes the development of children's speech and language skills. The childminder talks to the children as they play and responds well to babies' and toddlers vocalisations and babbles. The childminder uses every opportunity to extend children's learning by introducing colours and new vocabulary. For example, as children play, the childminder names the animals and encourages the children to imitate the sounds they make.

Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder provides children with simple house rules so that they have a clear understanding of what is expected of them. She gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. The childminder encourages children to use good manners and share toys. She provides children with a balanced diet and mealtimes are social occasions. Children gain an understanding of risk through everyday routines, activities and outings. They follow rules that keep them safe, such as keeping the sand low in the sand pit. Children practise the emergency evacuation drill and learn about road safety when out with the childminder.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or school. They have good opportunities to develop their speaking and listening skills and become confident communicators. Children develop their independence as they explore at their own pace and select the resources they wish to play with. Babies have sufficient space to move around. The childminder works with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. This ensures that all children make good progress in their learning.

Setting details

Unique reference number	EY427065
Local authority	Suffolk
Inspection number	1058475
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 2
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	23 December 2015
Telephone number	

The childminder was registered in 2011 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday, Wednesday, Thursday and Fridays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

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