

Childminder Report

Inspection date

26 September 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 motivated and committed to providing a high-quality care and learning experience for children. Children make good progress in their learning and development.
- The childminder is dedicated to working together with parents to promote continuity in children's care and learning. Parents are kept well informed about their children's day and their developmental progress. Parents are respected as their child's key educator.
- The childminder has a secure understanding of the age group she is working with. She pays good attention to how children like to play and learn, in order to ensure that her teaching strategies meet children's learning styles. The quality of teaching is good and the childminder is actively engaged in the children's play.
- The childminder supports children's emotional well-being effectively. She establishes warm and caring relationships with the children in her care. Children feel safe and secure. They readily go to the childminder for cuddles and confidently seek her out to share their play experiences.
- The childminder is a good role model. She is calm and treats children with positive regard. Consistent boundaries are in place for children's behaviour. The childminder gently and calmly reminds the children of these throughout the day.

It is not yet outstanding because:

- On occasion, younger children are not always fully engaged in activities. Older children are sometimes allowed to dominate an activity, which results in younger children losing interest.
- The childminder's programme of professional development is not wholly effective to ensure that she is able to build on her knowledge of current legislation and good practice guidance.

What the setting needs to do to improve further

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

- adapt activities to ensure that younger children are able to be fully engaged
- target the plans for professional development in order to build on knowledge and understanding of legislation and good practice guidance.

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 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

Safeguarding is effective. The childminder is aware of the indicators of abuse and knows how to report concerns about a child's welfare. She reflects critically on the service that she provides. She is aware of her strengths and has plans in place to manage and address the weaknesses she has identified. The views of parents are sought through daily discussions and regular questionnaires when planning for improvement. Written testimonials from parents demonstrate the very high regard they have for the childminder. They particularly appreciate the 'excellent lines of communication' and 'wonderful nurturing environment'. The childminder shares information about children's development with other settings that they attend, helping to ensure that children's individual needs are identified and met.

Quality of teaching, learning and assessment is good

The childminder knows the children well and understands where they are in their development. She uses this information effectively to plan for the next steps in their learning. The childminder takes account of children's interests and plans an interesting and varied range of activities across the areas of learning. Children play imaginatively and the childminder extends the play to support their continuing development. For example, when they plan an adventure together, the childminder introduces pens and clipboards for children to create their own maps. Children confidently tell the childminder what they have drawn, including bridges, rivers and mud. Children's language and communication skills are promoted well. The childminder actively listens to what children have to say and responds positively to them.

Personal development, behaviour and welfare are good

The childminding premises are warm and welcoming. Children's emotional well-being is supported very well. They are supported effectively as they move from home to the childminding setting. The childminder finds out about children's individual routines for feeding and sleeping. She continues these, promoting continuity of care and helping children to develop a strong sense of belonging. The childminder successfully builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts. Children enjoy playing outdoors and have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being. The childminder plans outings into the local community and supports children to learn about people and communities beyond their immediate experience.

Outcomes for children are good

The childminder checks the learning and development of children to ensure that they make good progress from their starting points. Children develop the skills necessary for the next stage in their learning, such as moving on to school. They become confident and independent learners. Children enjoy drawing and writing activities and give meaning to the marks they make. They hear and say the initial sounds in words. Older children count readily in routine and play situations, using their fingers to represent amounts.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY482842 |
| Local authority | Suffolk |
| Inspection number | 996851 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder was registered in 2014 and lives in Worlingworth, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

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