

# Childminder Report

<b>Inspection date</b>	11 October 2016
Previous inspection date	14 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 has successfully addressed the actions and recommendations raised at the last inspection. She has children's best interests at heart and strives to continually improve and raise the quality of care and learning for children.
- The childminder knows children in her care well and offers an informal, relaxed approach to learning. She provides fun, high-quality learning experiences, that reflect children's interests and individual learning needs, so that they make good progress.
- The childminder nurtures children's emotional well-being very well and they thrive in the welcoming, homely atmosphere. They develop strong attachments with the childminder and friendships with other family members and children who attend the setting. Children relish their time with her and are happy, eager and active learners.
- Children's language and communication skills are promoted well. They eagerly join in with conversations and rapidly progress in their understanding. The childminder introduces children to new words related to their play and consistently models effective listening skills.
- The childminder plans outings that extend children's learning opportunities. They travel by bus to the library, visit the beach and local parks, go on walks and attend a variety of pre-school group activities. This helps children to develop good social skills and an understanding of the world.

### It is not yet outstanding because:

- The childminder has not considered further ways to encourage parents to be actively involved in their children's learning and development and share more information about their achievements at home.

## What the setting needs to do to improve further

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

- strengthen the communication with parents, exploring ways for them to share information about their children's learning and achievements at home and be more actively involved in their progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents provided through written testimonials.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable about child protection issues and how to keep children safe from harm. She assesses her home inside and outdoors and any outings to minimise hazards. She supervises children closely, particularly when they are in the garden. The childminder uses effective methods to support her professional development. She makes good use of training, completes her own research and is active in childminding networks. This helps her to keep up to date with new legislation and good practice guidance and has a positive impact on the quality of teaching and outcomes for children. The childminder monitors the progress made by children and knows how to put in place additional support if a child is not progressing as expected. She is committed to working with other settings that children attend in order to provide continuity of care and learning for children.

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

The childminder finds out about children's starting points through discussions with parents and by carrying out early assessments. Regular observations ensure that the childminder is fully aware of where children are in their learning and she takes this into account, as well as children's interests, when planning for their next steps. Children benefit from the childminder's natural and enthusiastic engagement with them. She continually extends children's learning during conversations and activities. For example, she demonstrates actions for them to copy while playing with dough, helping to build their confidence and coordination of movements. The childminder skilfully incorporates numbers and mathematical language into activities. Children's literacy skills are effectively developed. The playroom is rich in print. Children recognise their name card as they self-register and they have many opportunities to make marks and develop their early writing skills.

### Personal development, behaviour and welfare are good

The caring childminder is dedicated to providing children with time and attention and responds to their every need. For example, she makes play dough to cater for children's sensitive skin. Effectively tailored settling-in sessions and close partnership working with parents help to ensure that children's emotional well-being is fostered. Parents appreciate the support they receive from the childminder and comment extremely positively on the care and learning opportunities she provides for their children. The childminder teaches children to have tolerance and respect for all those around them. She builds on their confidence and independence very well, using every opportunity to praise and encourage them. Children's good health is well promoted. They benefit from regular opportunities to be physically active and learn good hygiene practices through the daily routines.

### Outcomes for children are good

All children make good progress and develop the skills to ensure that they are well prepared for the next stage in their learning. They are eager to participate in activities, make independent choices of what they would like to do and express their needs and wishes confidently. Children's imagination and creativity are promoted well. They explore different media, textures and natural materials in their play.

## Setting details

<b>Unique reference number</b>	EY321576
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1058290
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2015
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Lowestoft, Suffolk. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

