

Childminder Report

Inspection date	8 November 2016
Previous inspection date	8 April 2016

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 is committed to continuous improvement. She has taken effective steps to address the actions set at the last inspection. She has reviewed the organisation of her time when younger and older children are present, to ensure that younger children continue to receive a good standard of care, play and learning.
- The childminder reflects on the service that she provides and takes responsibility for keeping up to date with latest legislation and good practice guidance. She liaises with other childcare professionals to share good practice.
- The childminder has a secure understanding of the age group she is working with. She takes account of children's interests and learning needs when planning for their next steps. Children make good progress from their starting points.
- The quality of interaction between the childminder and the children is good. She supports children in making good progress in their learning and development.
- Children's emotional well-being is supported well. They are happy, settled and enjoy their time in this warm and welcoming childminding setting. The childminder establishes close emotional attachments with the children, and they readily go to her for a cuddle and to share their play.

It is not yet outstanding because:

- Children do not have enough opportunities to handle and investigate objects, materials and textures as they explore the natural world.
- The childminder has not fully explored ways to promote opportunities for children to learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

- support children's developing awareness of the natural world, extending the opportunities for them to use their senses to discover, explore and investigate natural materials
- build on the opportunities children have to develop an understanding and appreciation of different beliefs and ways of life.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector took account of written documentation from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder fully understands her role in protecting children's emotional and physical well-being and has a good awareness of the indicators of abuse. She attends regular training in child protection, to ensure that she knows how to report concerns. The childminder builds friendly and trusting relationships with parents. She keeps them fully informed about their child's day and encourages them to share what they know about their child. This helps the childminder in her planning for children's continuing learning and development. The childminder understands the benefits of working in partnership with others who provide care and learning for the children. She has established effective links with the Reception class teacher to share relevant information.

Quality of teaching, learning and assessment is good

The childminder talks confidently about the children that she cares for. She finds out about their starting points through her discussions with parents. This enables her to immediately plan for the next steps in the children's learning. The childminder is led by what children want to do and is actively engaged in their play. She responds well to their short concentration spans, readily changing activities. For example, when children lose interest in the small-world play, she quickly suggests that they move on to using the electronic toys. Children enjoy exploring the buttons to find out how the toys work. The childminder supports children's communication and language skills very well. She actively promotes their developing speech and vocabulary, and responds well to the babbles and gestures of babies, mimicking conversations and introducing new vocabulary.

Personal development, behaviour and welfare are good

The childminder supports children as they move from home to her childminding setting. She finds out about established routines for sleeping and feeding and continues with these, promoting continuity of care. Children's self-esteem is given good priority. The childminder is calm and gentle and treats children with positive regard. She gives meaningful praise for good behaviour and individual efforts. Clear and consistent boundaries for children's behaviour are in place. Children know what is expected of them. The childminder supports children's developing awareness of good health and hygiene habits. For example, they wash their hands before eating. Children have daily opportunities to be outdoors where they can be active in the garden, local playgrounds and through the walks to school and back.

Outcomes for children are good

The childminder regularly checks the learning and developmental progress of children. Records indicate that children make good progress in relation to their starting points. Children are enthusiastic to explore and investigate. Their ability to apply skills appropriate to their age helps to ensure they develop the skills needed to be ready for school. Children enjoy books and stories with the childminder. She talks to children about the illustrations and children develop an awareness of numbers and counting. For example, when babies explore shape-sorter toys the childminder counts the number of shapes with them.

Setting details

Unique reference number	EY344753
Local authority	Suffolk
Inspection number	1058330
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	22
Name of registered person	
Date of previous inspection	8 April 2016
Telephone number	

The childminder was registered in 2006 and lives in Felixstowe, Suffolk. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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