

Childminder Report

Inspection date

14 November 2016

Previous inspection date

11 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 regularly reflects on and evaluates her practice to identify ongoing improvements. Policies and procedures are implemented well. They are up to date and in line with current legislation and guidelines.
- Children are happy and settled in the childminder's care. The childminder provides children with a welcoming, family environment where they safely learn through play.
- The childminder has a secure knowledge and understanding of how children learn. She gets to know the children in her care well and is very responsive to their individual needs. The childminder regularly observes children during activities and takes photographs to evidence their learning. All children make good progress.
- Children have daily opportunities for exercise and fresh air. This helps to promote their good health and supports their physical well-being. The childminder plans outings so that children have opportunities to discover and learn about the world around them. For example, they regularly visit the beach, local parks and the library.
- The childminder has well-established links with the staff at the local school and nursery. She is committed to working together with them to ensure continuity of care and learning for the children.

It is not yet outstanding because:

- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at her setting.
- The childminder sometimes overlooks opportunities to extend children's thinking skills to higher levels.

What the setting needs to do to improve further

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

- work more closely with parents when children first start at the setting to gather more detailed information about what their children can already do
- provide children with more opportunities to link their thoughts and to develop their own ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as 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 and qualifications of the childminder.
- The inspector looked at written testimonials from parents.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of keeping children safe and protected from harm. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She has attended training to ensure she can protect children. The childminder knows the appropriate action to take if she were to have a concern about a child in her care. Risk assessments and daily checks of the premises, and for outings, are thorough. The childminder keeps up to date with mandatory training. She attends additional courses whenever possible to develop her own skills and benefit the needs of the children. The childminder keeps parents well informed about their children's development. Parents express their thoughts about the care and education provided for their children. They are very positive, stating their children are always happy to attend and are making good progress.

Quality of teaching, learning and assessment is good

The childminding setting is very much child-centred. Children become confident and independent learners. They make choices about what they want to do and when. The childminder effectively supports children's decision making. For example, children enjoy exploring shells. The childminder gets down to the children's level and joins in with their play experiences. Children have good opportunities to develop their speaking and listening skills and become confident communicators. The childminder generally uses questions well. She encourages children to talk about their families and experiences they have outside of her setting. Children enjoy talking to the childminder.

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. Children are very comfortable in their environment. 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 sense of self-esteem. The childminder organises her home efficiently to ensure that the children can access the areas and resources safely. She supports children to be emotionally prepared for the next stage in their learning. They become familiar with other settings, for example, when they accompany the childminder to collect older children from school.

Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. Children understand and follow rules that keep them safe, such as learning about road safety. They recognise colours and have a good understanding of numbers and quantity. Children have many opportunities to develop their early writing skills. 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	EY299401
Local authority	Suffolk
Inspection number	1042682
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	11 February 2013
Telephone number	

The childminder was registered in 2005 and lives in Carlton Colville, Suffolk. She operates all year round from 7.30am 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

