

Childminder Report

Inspection date

Previous inspection date

24 November 2016

5 May 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

- Since the last inspection, the childminder has implemented accurate observations and assessments of children's progress to identify any gaps in learning. She works in partnership with parents and staff at other settings the children attend; evaluating her practice and making changes where required.
- The childminder actively seeks the views of parents and children. She then adapts her practice, wherever possible, to meet the childcare needs of families and the interests of each child.
- The childminder plans learning opportunities that engage children. They have fun, learn and make good progress, and the activities are based on their current interests. This sustains their attention, helping them to explore more thoroughly to embed knowledge and understanding.
- The children listen to the childminder and share their ideas openly. They understand the importance of paying attention to their personal hygiene, in order to prevent germs spreading. Parents provide healthy snacks and meals to support the childminder's promotion about leading a healthy lifestyle.
- Children become confident when communicating with each other and adults. They understand the protocols of conversations, taking turns to speak and listening to what others have to say. These opportunities enable them to develop their vocabulary even further.

It is not yet outstanding because:

- The childminder's procedure for professional development is not yet sharply focused on maintaining and constantly developing the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- extend the use of further training opportunities to strengthen existing knowledge and teaching skills to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity and discussed this with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views and opinions of parents through email and verbal feedback shared during the inspection.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly updates her knowledge and understanding through training in relation to protecting children from harm. She maintains relevant local and national literature relating to the safe day-to-day management of her setting. The childminder knows what action to take if she suspects a child is in danger of being abused. The childminder provides a flexible service for working parents. Parents speak very highly of the opportunities their children enjoy and the very good learning that takes place. The childminder undertakes regular risk assessment of all areas within her home and garden to safeguard children against accident from potential hazards.

Quality of teaching, learning and assessment is good

The childminder speaks with staff from other settings, including the school. She uses this information to plan activities that complement learning that has already taken place. Children are encouraged to think for themselves and to share ideas about what they want to know. The childminder responds to these discussions and keeps herself up to date with their changing interests, to help ensure that the play and educational environment offered continues to challenge and provide excitement for learning. Children enjoy a wide range of learning opportunities. They explore textures as they use a variety of different tools and art materials, or while playing outside. Children ask questions and the childminder encourages them to think and solve problems. For example, when washing their hands, after hand printing, children wonder at the sight of the bubbly water turning from clear to murky water. They talk to each other about this and soon come to the conclusion that is where the paint has gone because their hands become clean.

Personal development, behaviour and welfare are good

The childminder supports children as they turn their attention to the world around them. They ask questions and show a genuine thirst for knowledge. To promote learning further, the childminder organises outings to enable children to learn through first-hand experiences. Children take part in a trip to town. During trips, the childminder encourages them to talk about what they see, hear and most importantly do, while out and about. The children share their existing knowledge as they talk about crossing roads safely. The children recount this story, remembering that people must never cross the road when the symbol glows red; however, they know it is safe to walk to the other side of the road once it turns green. Children are confident and self-assured as the childminder praises and reassures them that they are doing well.

Outcomes for children are good

The children develop a good level of skills and knowledge suitable for their age and stage of development. They learn to question why, what, how and explore activities independently. Children learn about the wider world as they access books, enjoy outings and explore cultural resources. They increase their physical skills as they develop their muscle control and coordination. Children acquire the skills they need in readiness for their eventual move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY387746 |
| Local authority | Suffolk |
| Inspection number | 1058385 |
| 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 | 6 |
| Name of registered person | |
| Date of previous inspection | 5 May 2016 |
| Telephone number | |

The childminder was registered in 2009 and lives in Newmarket. She operates all year round from 6am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers overnight care.

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