

Childminder Report

Inspection date

12 December 2016

Previous inspection date

15 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is committed to providing a high-quality care and learning experience for all children. She identifies her strengths and areas for improvement and seeks the views of parents when planning for improvement.
- Effective, friendly and trusting partnerships with parents are established. The childminder is dedicated to working together with them. She keeps them fully informed about their children's day and learning and encourages them to continue to share what they know about their child.
- The childminder gives high priority to supporting children's speech and language development. She engages children skilfully, modelling conversation, and actively listens to what they have to say. She responds positively to children and repeats words back, so that they hear the correct pronunciation.
- The childminder observes children as they play and evaluates her observations effectively. She is fully aware of where each child is in their learning and what she needs to do to support their continuing progress.
- Equality and inclusion are at the heart of everything that the childminder does with the children. She is careful to ensure that all children are fully included in activities and routines of the day. Every child is highly valued and respected as an individual.

It is not yet outstanding because:

- The childminder does not always pronounce initial sounds accurately when supporting children's developing awareness of the sounds represented by the letters of the alphabet.
- Children's thinking skills are not always fully encouraged by the childminder. She sometimes provides children with answers before they have had time to formulate their own responses.

What the setting needs to do to improve further

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

- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early literacy skills
- focus more closely on consistently supporting children's developing critical-thinking skills.

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 and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- 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 understands her responsibility to protect children's physical and emotional well-being. She takes responsibility for keeping up to date with current legislation and good practice guidance and is committed to her own professional development. For example, the childminder has identified that she would benefit from training in the specific needs of children who are two years old and has booked on a course to develop her already good knowledge and skills. She is aware of the importance of sharing information with others who provide care and learning for the children. She has identified an effective, two-way flow of information to help ensure that children's individual needs are identified and met. Parents also comment on the high-quality communication that she has with them. They particularly appreciate the, 'Lovely, gentle nature' of the childminder and the support she offers with child-rearing practices.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group she is working with. She knows the children well and takes into account their interests when planning for their next steps. Activities motivate children to play, learn and make good progress. The childminder is actively engaged in the children's play and is led by them. The quality of teaching is consistently good. For example, when making reindeer masks with the children she readily embraces their decision to turn the mask into a giant robot. The highly stimulating learning environment effectively supports children to engage in purposeful play. Toys and resources are stored to enable them to select for themselves. This effectively promotes children's developing confidence and independence. The careful attention to planning for outdoors helps ensure that those who learn best from being outside are able to do so.

Personal development, behaviour and welfare are outstanding

The childminder provides an exceptionally friendly and welcoming environment in which children are secure, happy and confident to express themselves. They develop strong emotional attachments to the childminder. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She continues these, effectively promoting continuity of care and children's sense of belonging. The childminder is a superb role model. She is extremely calm and gentle and sets clear, age-appropriate boundaries for the children. Children develop exceptionally good manners and respond enthusiastically to her meaningful praise. Children have daily opportunities to be outside, as part of the promotion of a healthy lifestyle.

Outcomes for children are good

The childminder checks children's attainment regularly to ensure that they are making good progress from their starting points. Children develop the key skills needed to be ready for school. They are encouraged to manage their own personal hygiene relevant to their age and level of understanding. They are encouraged to put on their own coat and shoes before going outdoors. Children enjoy stories and understand that print carries meaning. They make marks with pencils and give meaning to the marks they make. Children count confidently as they play.

Setting details

Unique reference number	EY361632
Local authority	Suffolk
Inspection number	1065036
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	15 January 2013
Telephone number	

The childminder was registered in 2007 and lives in Beccles. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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