

# Childminder Report

**Inspection date**

9 December 2016

Previous inspection date

6 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder forms strong partnerships with parents, who are involved in every aspect of their children's care and learning. She invites parents to sample the nutritious home-cooked food their children are served when they attend settling-in sessions with their children. Parents are highly complimentary about the service the childminder, her co-childminder and assistant provide.
- The childminder promotes children's communication and language development very well. She models effective listening skills and expands children's vocabulary by introducing words that relate to their play. For example, sticky and soft, as children explore the texture of different-shaped cooked pasta with their hands.
- Children are very happy and demonstrate that they feel secure in the friendly childminder's care. They show high levels of confidence as they enthusiastically explore their environment and participate in the stimulating range of activities with excitement.
- The childminder is reflective and continuously evaluates her practice with a view to developing the service she provides even further. She effectively consults with her co-childminder, assistant, parents and children to ensure their views are included.

### It is not yet outstanding because:

- The childminder does not encourage children to do as much as possible for themselves in order to be highly independent in managing their self-care skills.
- The childminder's assistant is not fully informed of how to continuously support children's progress in order to raise the quality of his teaching even higher.

## What the setting needs to do to improve further

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

- offer children more opportunities to do as much as possible for themselves to help them to be highly independent in managing their self-care skills
- help assistants to consistently support children's continuing progress to raise the quality of teaching to an even higher standard.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, her co-minder, assistant and children at appropriate times.
- The inspector observed a planned activity and discussed this with the childminder.
- The inspector looked at children's assessment records, a selection of policies, safety procedures and required documentation.
- The inspector looked at evidence of the suitability of persons aged 16 years and over who live and work at the premises.
- The inspector took account of the written views of parents and reviewed the childminder's self-evaluation process.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant understand how to support vulnerable families. This helps them to identify any children who may be at risk of harm from extreme behaviours and views. The childminder and her assistant attend training and read professional publications to extend their knowledge and skills. As a result, the childminder has recently introduced innovative activities to further enhance children's literacy development. The childminder works in close partnership with other professionals. She uses the information they supply to successfully support children who have special educational needs or disabilities. The childminder carefully reviews children's development to ensure that any gaps in their learning are swiftly identified and addressed.

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

The childminder skilfully adapts activities to ensure that all children are included in activities. Her genuine interest in children's play and her consistent praise motivates them to experiment and begin to solve problems themselves. For example, they successfully work out that cooked pasta will not fall through a sieve but sand can. The childminder introduces children to mathematical ideas in a fun and engaging way. Children complete complex puzzles, working out, through trial and error, how to rotate each piece to enable it to fit in the correct position. Babies enjoy their play. They use their whole body to experience the sensation of paint on their skin. Babies enjoy exploring how to create different sounds using a wide range of natural objects. For example, they bang metal spoons together and rub soft brushes up and down pine cones.

### Personal development, behaviour and welfare are good

Children behave well and demonstrate friendly relationships and respect for each other. Older children gently stroke babies' faces and welcome children to join in their play. Children are provided with a choice of a very good range of quality toys and activities. They squeal with delight in the inviting and dedicated outdoor area. The childminder makes very good use of her assistant's skills, as a qualified personal trainer, to help promote children's physical development. For example, children have immense fun participating in team games and learning how to control a football with their feet. Babies develop strength and stamina in readiness for walking as they pull themselves up onto sturdy equipment.

### Outcomes for children are good

Children are making good progress in their learning, given their starting points, including children who have special educational needs or disabilities. Babies develop curiosity and a very positive attitude towards learning. Children learn to link letters and sounds. They have fun joining in with songs and actions that represent the initial sound of different words. Children learn the pattern of their name as they find their individual name-card and stick it onto the registration board. These are just some of the skills that help to prepare children well for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY356364
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064993
<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>	0 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Haverhill. She works with a co-minder and an assistant. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She supports children who have special educational needs or disabilities.

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

