

Childminder Report

Inspection date	9 December 2016
Previous inspection date	6 June 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder keeps parents well informed of the exciting activities and opportunities she offers their children. She shares ideas with them to extend children's learning at home. The childminder effectively responds to the information parents provide about their child's achievements at home to support children's ongoing development.
- The childminder attends regular training and shares ideas with other childminders. This has helped her to make better use of her accurate assessments of children's learning to swiftly identify and address any gaps in their learning.
- The well-qualified childminder offers a relaxed, nurturing and fun-filled environment for children. Babies enjoy her cuddles as they become tired and wake happily, ready to resume their play. Children thoroughly welcome the childminder's sensitive interaction in their play.
- The childminder plans a wealth of interesting and stimulating learning experiences that ignites children's curiosity. During nature walks they use magnifying glasses to look closer and talk about natural objects, such as leaves, conkers and feathers. In other activities, children learn about life cycles. They observe caterpillars emerging from their chrysalis as butterflies.

It is not yet outstanding because:

- Children are not always encouraged to be highly independent in order to develop their self-care skills.
- The childminder's assistant is not yet highly focused on 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 encouragement to do as much as possible for themselves in order to help them be highly independent in managing their self-care skills
- strengthen the assistant's understanding of how 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-childminder, 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 childminder is reflective and continuously evaluates her practice in partnership with her co-childminder and assistant. This helps her to develop the service she provides even further. The arrangements for safeguarding are effective. The childminder knows how to swiftly meet children's needs in the event of a child protection concern. She keeps accurate records of children's hours of attendance and detailed contact information for all parents. The childminder ensures that her co-childminder and assistant implement her comprehensive range of policies and procedures.

Quality of teaching, learning and assessment is good

Children are motivated individuals. For example, they persevere at balancing twigs and drinking straws in dough. The childminder skilfully responds to children's interests to extend their learning. For example, she effectively supports their mathematical development as children use their vivid imaginations to pretend that the straws are candles. They work out the number of straws are required to represent their age. Children also compare their height against the wheel of a heavy goods vehicle safely parked outside the co-childminder's home. Babies are provided with the freedom to happily move around the indoor and outdoor areas. They develop good control and coordination as they guide a toy vehicle that is attached to a board along a wiggly line.

Personal development, behaviour and welfare are good

The childminder's gentle reminders help children to understand how to keep themselves and others safe. They are well behaved and demonstrate good manners. Children are provided with a wide range of healthy nutritious meals and snacks. They visit restaurants with the childminder to taste traditional foods from a wide range of countries. This is one way the childminder helps children to develop an understanding of different cultures. The childminder is successful in helping children to prepare for changes in their lives. The dedicated outdoor environment provides children with ample opportunities to develop their physical abilities in all weathers. Children grow in confidence as they develop new physical skills, such as catching a ball. Regular visits to local parks enable children to access large equipment, such as zip wires. The childminder also helps babies to strengthen their muscles in preparation for walking and sitting independently.

Outcomes for children are good

Close partnership working with other professionals helps children who have special educational needs or disabilities to make good progress in relation to their individual starting points. All children are making good progress and are well within the range of development typical for their age. Children positively respond to the childminder's undivided attention and ample time to respond to her questions. The childminder introduces children to new words in context to their play, such as backwards and forwards, as they use a roller to flatten malleable dough. She consistently responds to babies' babbles, helping them to learn the pattern of speech. 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

Unique reference number	EY356394
Local authority	Suffolk
Inspection number	1064994
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	22
Name of registered person	
Date of previous inspection	6 June 2013
Telephone number	

The childminder was registered in 2007 and lives in Haverhill. She works with a co-childminder and an assistant from the co-childminder's house. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a qualification at level 3.

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