

Childminder Report

Inspection date

13 December 2016

Previous inspection date

15 July 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 is committed to the continued development of her provision. She reflects on all that she offers to identify where she can make improvements. She introduces changes where identified to continually improve what she offers and to ensure that practice is tailored to meet the needs of those children who attend.
- The childminder accesses a wide range of professional development opportunities so that she can continue to update her skills and knowledge. She identifies and completes training in areas where she is less confident. This helps her to improve opportunities for children and the quality of her teaching.
- The childminder has a secure understanding of how children learn and develop. She gets to know the children well as she spends time interacting with them. She identifies what they can do and plans for how she can support them to progress further.
- The childminder provides a warm and caring environment in which children grow in confidence. She gives children the time and space to follow their interests so that they fully benefit from their exploration.
- Children build a secure attachment to the childminder. They respond well to her and enjoy her company. The childminder plays alongside the children as she supports and enhances their play.
- The childminder closely monitors children's ongoing progress in the setting. She quickly identifies areas where children are less confident and implements additional support to raise their level of achievement.

It is not yet outstanding because:

- The childminder does not seek highly detailed information about children's prior learning to enhance individualised and well-focused plans for learning on entry.

What the setting needs to do to improve further

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

- gather more precise information from parents about children's prior achievements at home so that highly focused plans for learning can be implemented at the earliest opportunity.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as children's learning and development records and a sample of the childminder's policies and procedures. The inspector also discussed the childminder's self-evaluation.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well organised and professional. She has a robust set of policies to underpin her provision which are implemented effectively. Parents are kept fully informed of how the setting is run. This gives them reassurance that children are well cared for. They comment positively about the childminder's safe and nurturing environment. The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedures to follow if she is concerned that a child is at risk of harm. She regularly updates her knowledge to ensure that she is fully aware of the most current safeguarding practices. Children develop a sense of community as they attend local groups with the childminder. This gives them enhanced opportunities to learn and develop their social skills as they meet new friends.

Quality of teaching, learning and assessment is good

The childminder supports children's language and communication well. She models and repeats words for children. She asks them questions to which even the youngest children reply with sounds and simple words. The childminder plays alongside children, follows their interests and makes suggestions to keep play going. For example, she guides children to push their train around the track, younger children demonstrate their good level of understanding and follow the childminder's suggestion. The childminder introduces simple number and counting. Children look at and compare objects as they begin to develop an understanding of size. The childminder shares information with parents about children's learning in the setting, in order to help parents support their learning at home. Parents also exchange information about children's changing interests at home. The childminder extends on this, for example, she promotes children's keen interest in trains.

Personal development, behaviour and welfare are good

Children confidently choose what they would like to do and the childminder gives them options throughout the day. This helps children to feel valued that their opinions matter and contributes to their good self-esteem. Children learn to be independent from an early age as they are encouraged in self-care. Younger children attempt to put footwear on and do the fastenings. Children respond extremely well to the childminder and eagerly help her to tidy away toys as they develop a sense of responsibility. The childminder is polite and friendly to children and teaches them to use good manners. She promotes healthy eating and shares information with parents so they can work together to support children's healthy lifestyles. Children go on walks in the fresh air and visit the local park. They use large play equipment to develop their physical skills. The childminder completes checks on all areas children visit to ensure they are safe and suitable for children.

Outcomes for children are good

Children develop well and make good progress in their learning. They are keen and motivated learners who show high levels of concentration and determination given their age. Children are confident to try out new skills and engage well in all that the childminder provides for them. Children acquire skills which prepare them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY411002
Local authority	Suffolk
Inspection number	1065536
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	15 July 2013
Telephone number	

The childminder was registered in 2010 and lives in Mildenhall. She operates all year round from 8am to 5pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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