

# Childminder Report

**Inspection date**

12 January 2017

Previous inspection date

25 April 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 organises and manages her provision well. She regularly meets with other early years providers. This enables her to keep up to date with current guidance and legislation.
- The childminder builds exceptionally friendly and trusting relationships with parents. She keeps them fully informed about their child's day. She encourages them to continue to share what they know about their child. This helps the childminder to plan for children's continuing care, learning and development.
- Inclusion is at the heart of everything that the childminder does with the children. She ensures that all children are able to participate in activities at their own level. They are included well in all activities and routines of the day.
- The childminder knows the children well and understands where they are in their learning and development. She uses this information effectively to plan for their continuing progress.
- The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family, helping children to develop secure emotional attachments.

**It is not yet outstanding because:**

- The childminder's programme of professional development is not wholly effective in helping her to continue to build on her existing good childcare skills and knowledge.
- The childminder, sometimes, overlooks opportunities to further promote children's thinking skills. She does not consistently give children enough time to respond to questions and express their own ideas.

## What the setting needs to do to improve further

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

- build on the plans for professional development, in order to continue to strengthen existing childcare skills and knowledge
- focus more closely on consistently supporting children's developing thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 and questionnaires from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on the service that she provides. She seeks the views of parents and children when identifying her strengths and areas for improvement. Written testimonials and questionnaires completed by parents demonstrate the extremely high regard they have for her. They describe the childminder as, 'A truly amazing lady', stating that her, 'Patience and dedication is inspirational'. Parents appreciate the support that the childminder offers with child-rearing practices, such as potty training and weaning. Safeguarding is effective. The childminder is aware of the signs and symptoms of abuse, enabling her to recognise when a child is being abused or is at risk of harm. Children are kept safe in the setting. Risk assessments are carried out to ensure that hazards are identified and steps are taken to limit risks.

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

The childminder checks the learning and development of children to ensure that they are making good progress towards the early learning goals. Any gaps are quickly identified and addressed. The childminder has a secure understanding of the age group she is working with. She adapts activities skilfully to enable children to participate. For example, when providing art activities, younger children are encouraged to explore the texture of paint. Older children develop their individual creativity and learn about what happens when two colours are mixed together. The childminder is actively engaged in the children's play. The quality of teaching is consistently good and, sometimes, outstanding. An interesting and stimulating range of toys and resources is provided. Children play imaginatively, based on their own experiences.

### Personal development, behaviour and welfare are good

Children's emotional well-being is supported very well. The childminder provides a welcoming, home-from-home environment in which children are settled and happy. They respond well to the childminder's genuine love and care, readily going to her for cuddles and support as they play and learn. The childminder is a very good role model. She is calm and gentle and effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts. Children respond positively to the childminder's high expectations. They play well together and learn about the importance of respecting each other's needs and feelings. The childminder plans outings into the local community and enables children to learn about people and communities beyond their immediate experience. Children's physical health and well-being are supported well.

### Outcomes for children are good

Children make good progress from their starting points. They develop the skills necessary for the next stage in their learning, such as moving on to school or nursery. Children are confident and independent. They readily choose from the toys and resources that are successfully stored to enable them to select for themselves and lead their own play. Children manage one-handed tools, such as scissors competently. They manage their own personal hygiene relevant to their age and level of ability.

## Setting details

<b>Unique reference number</b>	EY355500
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064987
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Bury-St-Edmunds, Suffolk. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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