

# Childminder Report

**Inspection date**

18 January 2017

Previous inspection date

14 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 providing children with good quality care and education and has taken positive steps to address the actions and recommendations raised at the last inspection. The childminder now assesses all children's progress to ensure she provides them with suitably challenging activities.
- The childminder has well-established links with the staff at the local nursery and school. She is committed to working together with them to ensure continuity of care and learning for the children. She regularly shares information to ensure that everyone is knowledgeable about how to meet individual children's needs.
- Children are happy and settled in the childminder's care. She provides children with a welcoming, family environment. The childminder forms close bonds with the children. This has a positive effect on their emotional well-being.
- The childminder demonstrates a secure knowledge and understanding of how children learn. She interacts purposefully with the children to support their learning. Children make good progress in all areas of their development. This helps to prepare them for their future learning, including their move on to school.

### It is not yet outstanding because:

- The childminder's professional development programme is not focused enough on broadening her knowledge and skills, to raise the quality of the provision and teaching to the highest level.
- Partnerships with parents are good overall. However, the childminder does not actively engage all parents to share in their children's achievements in the setting and at home, to better complement and extend their learning experiences.

## 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 further improve the quality of teaching and learning
- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as records of children's learning and development and a selection of policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and persons living in the household.
- The inspector took account of the views of parents. She looked at written feedback provided and spoke to a small number of parents during the inspection.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder keeps a record of observations, using photographs and written evidence, about what children are doing. From these, she identifies the next steps in their learning. She keeps parents well informed about their children's development. The childminder regularly reflects on and evaluates her practice, to identify ongoing improvements. She reviews activities she plans for the children. She monitors how well they went so she can plan ways to improve them further. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She has attended training to ensure she understands how to protect children. The childminder knows the appropriate action to take if she has a concern about a child in her care. Risk assessments and daily checks of the premises, and for outings, are thorough.

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

The childminder provides a very well-resourced environment that gives children plenty of choice in their play. She plays alongside children and this enhances their enjoyment. She encourages children to talk about their families and experiences they have outside of her setting. They enjoy talking to the childminder. Children actively participate in a good range of planned activities that helps to develop their concentration and perseverance. For example, they enjoy exploring sensory play and hunt for hidden objects in foam. The childminder provides children with appropriate support and encouragement. She recognises if children begin to lose interest in activities and extends or redirects their play. Children learn to take turns, share and collaborate. They enjoy using props with familiar stories, and play games with the childminder, such as colour and shape bingo.

### Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children to settle. Children confidently explore their environment and enjoy spending time with the childminder. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their sense of self-esteem. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and supports their physical well-being. The childminder plans trips out with the children to places in the community, such as the local parks and indoor play area. Children become familiar with other settings, for example, when they accompany the childminder to take children to nursery and school. This helps children to be emotionally prepared for the next stage in their learning.

### Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They follow good hygiene routines and attend to their own personal care needs, relevant to their age and ability. Children recognise colours, shapes and familiar letters. They enjoy looking at books with the childminder. Children develop their counting skills as they play. They understand and follow rules that keep them safe, such as learning about road safety rules when out with the childminder. All children make good progress in their learning given their starting points and capabilities.

## Setting details

<b>Unique reference number</b>	251174
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1058058
<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>	18
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 June 2016
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Ipswich, Suffolk. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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

