

Childminder Report

Inspection date	17 January 2017
Previous inspection date	21 August 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 well-qualified childminder has a good understanding of how children learn and supports their play and learning well. All children make good progress given their starting points and capabilities.
- Children are happy and settled in this warm, welcoming and child-centred setting. The childminder and her assistant form close, caring bonds with the children and are responsive to their individual needs. This has a positive effect on their emotional well-being.
- The childminding provision is organised effectively to ensure that the children can access the areas and resources safely. The childminder and her co-childminder complete thorough risk assessments and daily checks of the premises to ensure that children are able to play safely, both indoors and outside.
- Children develop self-care skills and learn about healthy practices, such as handwashing before snacks and meals. They have daily opportunities for fresh air and exercise, either in the garden or at the local playground. This helps to promote children's good health and supports their physical well-being.

It is not yet outstanding because:

- The childminder does not consistently evaluate her assistant's performance to rigorously monitor and build on the already good practice.
- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at the setting.
- The childminder sometimes overlooks opportunities to extend children's mathematical awareness further.

What the setting needs to do to improve further

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

- extend the existing systems for the monitoring of staff performance to continue to strengthen and improve on good practice
- work more closely with parents when children first start at the setting to gather more detailed information about what their children can already do
- make better use of opportunities to reinforce children's mathematical awareness in meaningful and purposeful ways.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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, written risk assessments and a selection of policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder, and the suitability of her assistant and persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a strong commitment to promoting a high-quality provision. She is proactive in seeking ways to keep up to date with developments in practice. For example, she uses the internet and support from the local authority, which she shares with her assistant to help them ensure that current guidelines are implemented well. The childminder keeps parents well informed about their children's day. She observes children during activities to assess their level of development, using relevant guidance to monitor their progress. This means she can identify any gaps in the children's learning and address these promptly. The childminder uses this information to plan activities that are matched to children's individual needs. She reviews activities to identify how well they went so she can plan ways to improve them further. The arrangements for safeguarding are effective. The childminder ensures that both she and her assistant have a good understanding of safeguarding procedures. They know the appropriate action to take if they were to have concerns about a child.

Quality of teaching, learning and assessment is good

The childminder and her co-childminder provide a well-resourced and stimulating environment. They present toys and resources effectively to encourage the children to initiate their own play. Children of all ages build their confidence as they explore and make choices for themselves. They have good opportunities to develop their speaking and listening skills, and become confident communicators. The childminder gets down to the children's level and talks to them as they play. She joins in with children's play experiences, for example, she pretends to drink the 'smoothie' they offer her. The childminder encourages older children to talk about their families and experiences they have outside of the setting. She listens well to the children and asks questions to challenge their thinking. Children enjoy talking to the childminder and her assistant.

Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She finds out about children's home routines and follows these to promote continuity of care. The childminder routinely provides praise as she recognises children's efforts and achievements. This enables children to develop their confidence and sense of self-esteem. The childminder helps children to gain an understanding of risk through everyday routines and outings. Children develop a practical sense of responsibility as they happily help the childminder tidy away toys. They practise the emergency evacuation drill. Children learn about road safety rules when out in the community with the childminder.

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 starting school. They learn to share and take turns and become more independent. Older children pour themselves a drink at snack time and put on their own boots before going outside. Babies have ample space to move around safely, which supports their physical development. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY450329
Local authority	Suffolk
Inspection number	1066104
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 7
Total number of places	9
Number of children on roll	16
Name of registered person	
Date of previous inspection	21 August 2013
Telephone number	

The childminder was registered in 2012. She works alongside another registered childminder, and with an assistant, from her co-childminder's house in Ipswich, Suffolk. The childminding provision operates Monday to Friday, all year round from 8am to 6pm, except for bank holidays and two weeks at Christmas. The childminder holds an appropriate qualification at level 3.

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