

# Childminder Report

**Inspection date**

6 June 2017

Previous inspection date

20 February 2014

<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 her setting well. She identifies her strengths and areas for improvement to help ensure that children receive a good quality care and learning experience.
- The childminder is dedicated to working together with parents. Written testimonials demonstrate the high regard they have for her. Parents report that, 'The childminder and her team take excellent care of the children, ensuring that their emotional and developmental needs are met'.
- The childminder knows the children well. She talks confidently about where they are in their learning and what she needs to do to support their next steps. Children make good progress in their learning and development.
- Children are happy and settled in this friendly and welcoming childminding setting. They develop close emotional attachments to the childminder and her assistants.

### It is not yet outstanding because:

- The childminder does not fully encourage children to manage some of their daily personal care needs for themselves.
- At times, the childminder does not pronounce initial sounds correctly as part of supporting children's developing awareness and use of letters.
- The childminder does not consistently monitor the quality of the daily practices of her assistants, in order to support them in providing highly effective teaching and learning.

## What the setting needs to do to improve further

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

- support children's developing independence and self-care skills more consistently
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills
- monitor the work of the assistants fully, to check and improve further the effectiveness of mentoring and coaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke with the childminder and her assistants at appropriate times throughout the inspection.
- The inspector looked at records of children's learning and a selection of policies and other records. She took account of written testimonials from parents.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects on the service she provides. She takes responsibility for keeping up to date with latest legislation and good practice guidance. For example, she has researched how to recognise and support vulnerable families. This helps her to identify any children who may be at risk of harm from extreme behaviours and views. Safeguarding is effective. The childminder and her assistants are aware of the indicators that may raise cause for concern and know how to report these. They establish effective, friendly and trusting partnerships with parents. The childminder keeps them fully informed about their children's day and learning, and encourages them to continue to share what they know about their child.

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

The childminder knows the children well and understands where they are in their development. She uses this information effectively to plan for their next steps in learning. She checks children's ongoing progress regularly and ensures that they are making good progress towards the early learning goals. The childminder and her assistants are actively engaged in the children's play. Activities are appropriate to the age and stage of development of the children, effectively supporting their learning. For example, when older children ask to do puzzles, the childminder selects a puzzle that is challenging for them and encourages their developing recognition of numerals and initial letters.

### Personal development, behaviour and welfare are good

Children are secure, happy and are able to express themselves. They have access to a variety of toys and resources to promote all areas of children's learning. For instance, toys and resources are stored to enable children to select for themselves, promoting their independence. Children behave well and 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. For instance, when deciding group activities, children learn to understand each other more and come to an agreement. They decide together if they want a story or to sing. Children learn to play in ways that are safe for themselves and others. They enjoy being outdoors where they develop their physical skills.

### Outcomes for children are good

Children develop the key skills needed to be ready for school. They are confident to lead their own play and learning. They understand that print carries meaning and enjoy listening to stories. Children sit quietly, listen and concentrate. They manage their personal hygiene relevant to their age.

## Setting details

<b>Unique reference number</b>	EY296433
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1087210
<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 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Rendlesham, near Woodbridge, Suffolk. She operates all year round, from 7am to 6pm, Monday to Friday, except for Bank holidays and family holidays. The childminder works with two assistants.

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