

# Childminder Report

**Inspection date**

26 June 2017

Previous inspection date

20 May 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 understands her responsibility to meet the statutory requirements. She monitors her practice to work towards continuous improvement and to ensure children receive a good-quality care and learning experience.
- The childminder has a good understanding of the age group she is working with. She is aware of where each child is in their learning and what she needs to do to support their continuing progress.
- The childminder effectively promotes the development of children's language and communication skills. She responds well to the babbles and gestures of babies, mimicking conversations and introducing new vocabulary.
- Children confidently go to the childminder for a cuddle and for support with activities. They enjoy snuggling in with her to listen to stories and look at books together.
- The childminder works in partnership with parents to identify and manage children's individual care routines. Established routines from home are followed, effectively supporting continuity of care. Parents' wishes are respected at all times.

### It is not yet outstanding because:

- Children do not have enough opportunities to handle and investigate objects, materials and textures as they explore the natural world.
- The childminder has not fully explored ways to build highly effective partnerships with others who provide care and learning for the children to ensure that information is always quickly shared and managed.

## 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 awareness of the natural world, extending the opportunities for them to use their senses to discover, explore and investigate natural materials
- explore further ways to build highly effective partnerships with others who provide care and learning for the children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had 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 checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector took account of written questionnaires completed by 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. The childminder is committed to working together with parents and keeps them informed about their children's day and learning. Written testimonials from parents confirm the very high regard they have for her. Safeguarding is effective. The childminder keeps up to date with current legislation and good practice guidance to ensure that she continues to meet the statutory requirements. For example, she is aware of the latest legislation with regard to safeguarding. The childminder is confident about the action she would take if she had a concern, helping to ensure that children's emotional and physical well-being is protected.

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

The childminder knows the children well and understands where they are in their development. She observes and assesses their learning and uses this information effectively to plan for their next steps. Children make good progress from their starting points. The quality of interaction between the childminder and the children is good. She responds well to the short concentration span of babies and younger children. She readily changes activity in response to their changing interests. For example, when children lose interest in playing with toy dinosaurs the childminder readily moves on and introduces a game using plastic balls, supporting children's developing physical skills. Toys and resources are suitable for the age of the children attending. Furniture is organised to encourage children to stand and practice walking.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming play and learning environment where children are secure, happy and confident to express themselves. She effectively supports children's developing awareness of managing their own emotions and behaviour. Children are encouraged to share resources, take turns and consider the needs of others. The childminder is a good role model. She is calm and gentle and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans outings into the local environment. Children learn about people and communities beyond their immediate experience as well as exploring their local community.

### Outcomes for children are good

Children make good progress from their starting points. They develop the key skills needed for the next stage in their learning, such as moving on to nursery or school. Children are confident and motivated learners who readily lead their own play. They are helped to manage their personal hygiene relevant to their age. Even younger children readily use flannels to wipe their hands and face after eating. Children enjoy books, confidently lifting flaps and exploring touch and feel books.

## Setting details

<b>Unique reference number</b>	250832
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1087008
<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>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 May 2014
<b>Telephone number</b>	

The childminder registered in 1992 and lives in Debenham, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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