

# Childminder Report

**Inspection date**

18 July 2017

Previous inspection date

7 November 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**

- Children are happy and confident in the childminder's care. They are eager to investigate, explore, and join in with activities. All children are making good progress.
- Children have many opportunities to develop their physical skills and experience fresh air and exercise. They enjoy spending time outdoors in the childminder's garden. Children develop an understanding of risk and how to keep themselves safe.
- Partnerships with other professionals are successful and help the childminder to meet the needs of the children effectively. The childminder shares relevant information with other provisions children attend. Together, they help to provide consistent experiences for children's individual learning.
- The childminder works with his co-childminder to review the provision. He seeks the views of parents and children to continually improve his practice.

**It is not yet outstanding because:**

- The childminder occasionally overlooks opportunities to extend children's thinking skills to higher levels. At times, he does not provide enough challenge to extend children's learning.
- The childminder does not gather enough information from parents about children's learning and achievements when they first start, to help him plan their next steps.

## What the setting needs to do to improve further

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

- focus more precisely on providing greater levels of challenge to help children make even more rapid progress
- strengthen the information gathered from parents when children first start attending, to support their learning and development and to plan their next steps more effectively.

### Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector held discussions with the childminder. She looked at documentation and evidence of the suitability of persons living in the household.
- The inspector completed an observation of a teaching activity with the childminder.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding issues and of the possible signs that a child's welfare may be at risk. He is confident that he can implement the correct procedures should he have a cause for concern. The childminder ensures that children are well supervised and safe. He carries out frequent risk assessments in his home. He regularly updates his policies and procedures, and shares these with parents. The childminder knows the children well and monitors all children's progress to ensure they are fully supported in their individual learning and development.

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

The childminder understands how children learn and develop. He makes regular observations of their achievements and identifies their next stage of learning. The childminder helps children to enjoy their learning with activities that interest them and encourage them to use their skills. Younger children enjoy filling containers at the water tray. The childminder plays alongside them providing support and encouragement. He introduces simple mathematical vocabulary, such as 'bigger' and 'smaller', and supports them to count the objects as they play. Older children enjoy opportunities to develop their understanding of technology. The childminder provides high praise as he supports them to complete a programme on the computer.

### Personal development, behaviour and welfare are good

Children form secure attachments to the childminder. He provides a calm environment where children feel confident and their emotional well-being is supported. Children develop good self-esteem. The childminder is a good role model. He demonstrates to children how to be gentle and kind during their play. For instance, he explains to children when they do something kind and praises them. Children are well behaved and understand how some actions can hurt others. They are good friends and chat to each other amicably. The childminder supports the good health of the children effectively. For example, he talks to them about the importance of drinking water on hot days and ensures that they wear hats and sun cream.

### Outcomes for children are good

Children are happy in their learning and confidently make choices. They become independent in meeting their own needs. Children learn how to communicate and initiate conversations. They develop skills that prepare them for their next stage in learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY308316
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064743
<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>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 November 2013
<b>Telephone number</b>	

The childminder registered in 2005. He works with his wife who is also a registered childminder. The childminder holds an appropriate early years qualification at level 3. He operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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