

Childminder Report

Inspection date

24 July 2017

Previous inspection date

6 March 2014

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 childminder helps children to learn how to keep themselves safe. She teaches them about risk in her home and on outings. For example, children quickly learn where they can walk freely to the park and where they have to wait for the childminder. She makes sure children are always within her sight and hearing.
- The childminder supports children who speak English as an additional language to communicate well. She learns words and phrases in their home language to help her to understand their needs. The childminder then repeats these words to children in English.
- Children settle well with the childminder. She is alert to children's interests through their settling-in visits. She makes sure toys they enjoyed are available to them on their first day. This helps children quickly engage in effective play. She also knows how to meet children's emotional needs through familiar routines, such as sleeping.
- Children make good progress with the childminder. They engage in imaginative play as they pretend to make meals. Children understand how to make toys work, such as by pressing buttons on the toy microwave.

It is not yet outstanding because:

- The childminder does not use the good evaluations of her practice to identify further professional development opportunities focused on areas where she feels she has gaps in her teaching skills.
- The childminder does not always use every opportunity to extend children's speaking skills as she interacts with them as they play.

What the setting needs to do to improve further

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

- seek more professional development opportunities that precisely meet the identified gaps in teaching skills to promote children's learning to even higher levels
- provide further opportunities to enhance children's communication and language skills to the best possible levels.

Inspection activities

- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- The inspector saw the areas of the premises used for childminding.
- The inspector looked at children's development and assessment records. Evidence of the suitability of household members and a range of other documents, including the safeguarding policy, were also seen.
- The inspector spoke to and interacted with children at appropriate times during the inspection.
- The inspector took into account the written views of parents and the childminder's reflections of her practice.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has good knowledge of children protection issues. She knows how to respond to children and how to refer her concerns to relevant safeguarding bodies. The childminder reflects on her practice and makes effective changes. For example, she has recently made changes to her garden to make it more accessible all year round. The childminder has seen the positive impact this has on the development of children, who she knows prefer to learn outdoors. The childminder seeks the views of children and parents. Children are keen to give their ideas on what activities and outings they would like through the summer. For example, they excitedly discuss the days they can go blackberry picking and decide what they are going to bake with them.

Quality of teaching, learning and assessment is good

The childminder provides activities that interest children of all ages. For example, children explore foam in a large tray. Older children write their names in it with their fingers and younger children enjoy the feel of it as they rub it on their hands and arms. The childminder regularly observes children as they play. She assesses their development and plans what they need to do next to progress well. She builds good partnerships with parents and shares information with them to help them support children's learning at home. The childminder takes account of children's prior learning when they start with her. She gains detailed information from parents and asks for access to children's development books from previous settings. This information helps the childminder to quickly identify children's starting points in learning.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and well-resourced environment both indoors and in her garden. Children choose where and with what they want to play. They engage in activities well. They benefit from daily physical exercise. The childminder takes children to parks and open fields. They choose a ride-on toy from the garden to take with them. Children enjoy having space to ride freely and to run. These activities promote their good health and sense of well-being. The childminder helps children to behave well, be polite and to share with each other. She gives children consistent and ongoing praise. The childminder encourages parents to provide a good balance of healthy food for children. Mealtimes are sociable occasions as all children sit together and engage in conversations.

Outcomes for children are good

Children make good progress. They develop a good range of skills which helps to prepare them for the next stages of learning and for starting school. Children are learning how to make marks to represent writing. They hold pencils correctly as they draw lines and shapes. Children enjoy books. The childminder pauses as she reads stories to children, giving them opportunities to express their own ideas. They show their developing understanding of the world as they talk about the different animals they see in books.

Setting details

Unique reference number	EY406190
Local authority	Suffolk
Inspection number	1102248
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	6 March 2014
Telephone number	

The childminder registered in 2010 and lives in Newmarket, Suffolk. The childminder operates all year round from 8am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3.

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