

# Childminder Report

**Inspection date**

1 August 2017

Previous inspection date

11 September 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 enjoy their time at the childminder's home. They enjoy interaction in their play and she makes them laugh and giggle during fun activities. The childminder is attentive and responsive to children's interests and meets their individual needs well.
- Children develop secure language and communication skills. The childminder speaks to children all the time. She engages in meaningful conversation with the children and introduces new words and phrases to extend their vocabulary. All children are making good progress in their learning.
- The childminder is a good role model. She has created a positive environment of mutual trust and respect. Children behave well. They are kind and well mannered.
- The childminder has developed effective partnership working with parents. This helps her to meet children's specific care and learning needs and promotes continuity of care.

### It is not yet outstanding because:

- The childminder does not always make the best possible use of her detailed observations of children's development to plan even more precisely for their next steps in learning.
- The childminder does not always gather detailed information from parents about what children already know and can do on entry to the setting.

## What the setting needs to do to improve further

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

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- gather more detailed information from parents about what their children already know and can do when they start at the setting.

### 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 discussed and evaluated an activity with the childminder.
- The inspector held discussions with the childminder. She looked at documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector spoke to children during the inspection.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to identify and report safeguarding concerns about children to the relevant agencies. She regularly updates her policies and procedures and shares these with parents. The childminder identifies potential hazards to children's safety. She minimises risks through implementing robust measures and reviews the effectiveness of these regularly. The childminder is committed to the continual improvement of her provision. She attends training to ensure that she is aware of recent legislation. The childminder uses self-evaluation effectively to identify weaker areas of practice. She seeks the views of parents through regular questionnaires and uses the feedback to make improvements. Feedback from parents is positive. They comment on how much their children enjoy spending time with the childminder. The childminder monitors her assistant's practice and ensures they are aware of their roles and responsibilities.

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

The childminder understands how children learn. She displays a range of good teaching skills that supports children's development. The childminder helps reinforce children's understanding of colours and numbers through appropriate questioning. She provides a range of exciting activities that reflects children's interests. She is skilled at interacting with children. While playing a board game children show good concentration and high levels of engagement. The childminder supports children to develop their creative skills. She encourages them to create collages and talk about their creations. Children develop problem-solving skills as they work together to build a large castle from multi-coloured bricks.

### Personal development, behaviour and welfare are good

Children form secure attachments to the childminder. She provides a calm environment where children feel confident and their emotional well-being is supported. The childminder is a positive role model who clearly enjoys the company of the children in her care. She establishes rules that help to promote children's self-control. For example, children know that they must wash their hands before they eat. Children learn to be independent. For example, they put on their own shoes and socks. The childminder supports the good health of the children effectively. For example, she talks to them about the importance of eating healthy foods and drinking water.

### Outcomes for children are good

All children make good progress over time. They develop the key skills to support their future learning at school. They have strong communication skills and are confident to talk about themselves and their families. Children have good levels of emotional and physical well-being which help them to persevere as they learn new skills.

## Setting details

<b>Unique reference number</b>	EY316191
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1064798
<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>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 September 2013
<b>Telephone number</b>	

The childminder registered in 2006. The childminder holds an appropriate early years qualification at level 3. She regularly works with an assistant. The childminder operates all year round from 6am until 6pm, Monday to Friday, except bank holidays and family holidays.

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