

Childminder Report

Inspection date	12 September 2017
Previous inspection date	6 August 2013

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 uses her experience and knowledge of child development to provide children with a wide range of stimulating experiences to support their good progress.
- Children are happy and form close and trusting relationships with the childminder. They respond well to the childminder's sensitive and playful interactions. Young children become confident and self-assured in her care.
- The childminder places a high priority on promoting children's language and communication skills. She is attentive to what children say. She repeats back the correct pronunciation of words and praises them when they use new words.
- The childminder works closely with parents to support children's learning and development. She is careful to follow parents' wishes regarding their children's care. They regularly discuss children's progress and achievements. The childminder shares insightful ideas to help them support their child's learning and development at home.
- Children are learning to take account of the views and feelings of others. The childminder uses calm and consistent explanations to help children learn right from wrong.

It is not yet outstanding because:

- Although the childminder prioritises ways of improving her premises and children's experiences, she does not focus on how she can raise her overall practice to the highest level.

What the setting needs to do to improve further

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

- focus improvements more closely on how to raise knowledge and skills to a higher level in order to further support children and help them make more rapid progress.

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 spoke to the childminder at appropriate times during the inspection. They discussed how the activities provided supported children's learning and development.
- The inspector looked at a range of documentation and evidence of the suitability of household members.
- The inspector took account of the views of parents from their written feedback.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends relevant training to support her in her role. She has a very good understanding of the signs that might alert her to children being at risk from different views of right and wrong. The childminder works in partnerships with other settings, such as schools, to provide children with consistent support. She is very well organised. Her premises are well planned and well resourced. This helps her provide young children with calm and consistent routines throughout the day. The childminder monitors the activities she provides and is constantly looking for ways to improve. However, she does not explore all opportunities to develop her teaching, such as taking up offers of support from local authority advisers.

Quality of teaching, learning and assessment is good

The childminder has a very good understanding of individual children's stage of development. She uses information gained from her observations and assessments well to skilfully target what children need to learn next. For example, she uses young children's enjoyment in singing to extend their vocabulary and listening skills. She helps young children learn to listen and follow simple instructions, providing praise and simple guidance to encourage their cooperation. The childminder is alert to children's changing interests. She ensures children are able to enjoy their favourite activities while introducing new ideas into their play. For example, she joins in with children's imaginative play, describing what they are doing while providing simple guidance about keeping themselves safe.

Personal development, behaviour and welfare are good

The childminder provides children with plenty of opportunities to play in the fresh air. She makes good use of her outside space. For example, the childminder encourages children to persevere while they play with construction blocks on a blanket in the garden. Children develop pride in their own achievements. The childminder expresses her delight when they demonstrate newly learnt physical skills. She introduces thought provoking ideas to help children learn to value and respect each other's differences and similarities. She also talks to children about her own background and culture to help them gain more insight into other people's lives.

Outcomes for children are good

Children develop the key skills to support their next stage of learning. From a young age, they are confident to communicate what they want. They enjoy looking at books, both on their own and with the childminder. Young children enjoy learning new words and demonstrating their new skills, such as pointing to parts of their body. They understand simple rules and are becoming increasingly independent. For example, they know they need to get their shoes and attempt to put them before they go outside.

Setting details

Unique reference number	EY299245
Local authority	Suffolk
Inspection number	1064682
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	6 August 2013
Telephone number	

The childminder registered in 2002 and lives in Leiston. She operates all year round from 8am until 6pm, Monday to Thursday, except for family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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