

# Childminder Report

**Inspection date**

19 September 2017

Previous inspection date

13 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has made significant improvements since her last inspection. She has a good understanding of how children learn through play. She plans activities based on children's interests and their next steps in their learning. Children are motivated and eager to join in with new experiences.
- The childminder establishes strong and trusting partnerships with parents. She works closely with parents to support children's individual care, development and learning needs.
- Children develop warm relationships with the childminder and they are happy and secure in her care. They receive regular praise for their efforts, which boosts their self-esteem.
- Teaching is good. The childminder interacts skilfully with children. She poses appropriate questions to help extend and challenge their thinking. All children are making good progress.

### It is not yet outstanding because:

- The childminder has yet to develop an ambitious plan to continually improve her professional knowledge, aimed at achieving the highest quality provision.
- The childminder does not consistently provide a very high-quality learning experience for children who prefer to be outside.

## What the setting needs to do to improve further

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

- target professional development opportunities to further enhance the already good knowledge and teaching
- extend the range of opportunities available to children, particularly those who prefer to learn outside.

### 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 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.
- The inspector discussed and evaluated an activity with the childminder.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a good knowledge of the potential signs of abuse and knows what to do should she have any concerns about the welfare of a child. The childminder checks her home daily to help ensure it is safe and suitable for children. This contributes towards keeping children safe. The childminder works well with parents and other professionals to help raise outcomes for all children. She has built strong links with local providers and shares information with them to support children when they move on to school and pre-school. The childminder is aware of children's stages of development and provides continuity of care. Self-evaluation is effective. The childminder actively seeks the views of parents and uses these to inform her priorities for improvement.

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

The childminder plans a range of stimulating and developmentally appropriate activities for children. She identifies areas where children may require further support and addresses these through planned learning experiences. Mathematics is promoted throughout children's play. They begin to count objects as they engage in imaginative play with pebbles. The childminder prompts them to see if they can guess which number comes next. Children concentrate for prolonged periods, for example, they use toy diggers to pick up stones and leaves that the childminder has provided in a large tray.

### Personal development, behaviour and welfare are good

The childminder has a warm and friendly manner. Children feel safe and secure in her home. They confidently explore the well-resourced learning environment. The childminder follows children's interests and allows them to take the lead in routines. Children learn to be independent and willingly follow instructions, for example, when they help to tidy away the toys they have been playing with. The childminder promotes children's understanding of healthy lifestyles. She talks to them about the foods they are eating. Children's behaviour is good. They understand what is expected of them and respond well to the positive atmosphere and clear boundaries.

### Outcomes for children are good

Children are active and competent learners. They are capable and enjoy being involved. For instance, they relish the opportunity to help carry resources into the playroom. Children are confident communicators. They enjoy talking to the childminder and are developing their vocabulary. All children are making good progress. They develop a wide range of skills that helps to prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	EY435728
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1107781
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 October 2016
<b>Telephone number</b>	

The childminder registered in 2011. She holds an appropriate early years qualification at level 3. The childminder operates all year round, from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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