

Childminder Report

Inspection date

28 September 2017

Previous inspection date

6 November 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 is committed to providing a high-quality care and learning experience for all children. Reflective practice is fully embedded into her daily assessment.
- The childminder and her assistants build friendly and trusting partnerships with parents. They keep parents fully informed about their children's day and learning. Information is shared daily, through verbal communication and written records.
- The childminder has established effective partnerships with other settings that children attend. There is a successful two way flow of information that helps ensure children's individual needs are identified and addressed.
- Equality and inclusion are at the heart of everything that the childminder and her assistants do with the children. They are careful to ensure that all children are fully included in activities and routines of the day.
- The childminder knows the children in her care well. She talks confidently about their interests and the way they prefer to play and learn. Children's progress is monitored to ensure they are making good progress from their starting points.

It is not yet outstanding because:

- Supervision arrangements for the assistants are not sharply focused to develop their knowledge and skills, to the highest level.
- The childminder and her assistants do not always pronounce initial sounds accurately, when supporting children's developing awareness of letter names and sounds.

What the setting needs to do to improve further

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

- strengthen the supervision arrangements for the assistants that supports their ongoing development of skills and knowledge, and promotes even better outcomes for children
- make the most of opportunities to help children build on their early reading skills, and to hear and say the initial sounds in words correctly.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She also spoke with the assistant who was present.
- The inspector observed a planned activity and jointly evaluated this with the childminder. They discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members, and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises and manages her provision well. An action plan for improvement is in place, and is designed to continually build on the good-quality care and learning experiences children receive in the setting. The childminder takes responsibility for keeping up to date with current legislation and good practice guidance. For example, she has completed training in how to recognise and support children and families, who are at risk of being drawn into extreme views and behaviours. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms that may indicate a child is at risk of harm and knows how to report concerns. Written testimonials from parents demonstrate the high regard they have for the childminder. They describe her as friendly and approachable and appreciate that she is flexible to their childcare needs.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Teaching strategies meet children's individual learning styles. The childminder responds well to the children's interests and builds on what they already know, supporting their good progress towards the early learning goals. She plans an interesting and stimulating range of activities that motivates children and promotes their eagerness to learn. For example, the childminder provides children with jelly in which she has set numerals, letters and shapes. Children enjoy the sensory experience of investigating the texture of the jelly. They confidently identify the letters and numbers as they find them. Children enjoy their conversations with the adults and are confident communicators. The childminder and her assistant ask questions to challenge children's thinking and give them time to consider and express their responses.

Personal development, behaviour and welfare are good

Children develop good emotional attachments to the childminder and her assistants. Children show they feel safe, settle quickly and enjoy their time in the childminding setting. Every child is valued and respected as an individual. The childminder sets clear and consistent boundaries for children's behaviour. She gently and calmly reminds the children of these. Children play well together, are polite and respond well to the childminder's high expectations. Good behaviour and individual efforts are valued and praised. The childminder provides a varied and interesting range of toys and resources that are appropriate for the age of the children attending. Children choose freely from the toys available to them. This supports their independence and sense of belonging.

Outcomes for children are good

Children develop the skills needed for the next stage in their learning, such as moving on to school. Children are enthusiastic to explore and investigate. They readily lead their own play and learning. Children manage their personal hygiene relevant to their age and level of understanding. They develop their physical skills and enjoy playing outdoors in the garden. Children enjoy listening to stories. They understand that print carries meaning.

Setting details

Unique reference number	EY378149
Local authority	Suffolk
Inspection number	1065215
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	6 November 2013
Telephone number	

The childminder registered in 2008. She operates all year round from 7am until 6.30pm, Monday to Friday, except for family holidays. Childcare on bank holidays and weekends is available by arrangement. The childminder holds a relevant early years qualification at level 4. She works with assistants.

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