

Childminder Report

Inspection date

6 October 2017

Previous inspection date

7 March 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are exceptionally confident and happy. They demonstrate that they feel safe and secure in the wonderfully warm and caring environment. The childminder builds close attachments with children which supports their emotional well-being.
- Parents are very involved in their children's learning and development. The childminder works with them well. For example, she writes a detailed daily diary to help parents know what their children have done each day. Parents say they value the superb quality of the care their children receive.
- The childminder organises daily routines superbly to facilitate children's self-care and independent learning. Even the youngest children learn to access resources independently and feed themselves at snack time.
- The childminder plays alongside children, following their ideas. Her positive interactions help to promote children's language development.
- Young children are extremely eager to explore and try new things. They make good progress and develop the skills they need for future learning.

It is not yet outstanding because:

- The childminder's monitoring of children's progress does not consistently identify and target very minor gaps in children's learning, to promote the best possible progress.
- The childminder does not reflect precisely enough on the quality of her teaching, to identify how to help children achieve at the highest level and build on her good practice.

What the setting needs to do to improve further

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

- build on the use of information gathered from assessments to plan precise ways to identify minor gaps and help children make the best possible progress
- enhance the accuracy of self-evaluation, to improve the quality of teaching even further.

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.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in her ability to follow the local safeguarding procedures if she has any concerns about a child. She shares the safeguarding policies and procedures with parents to help protect children's welfare. The childminder recognises the importance of effective links with other early years settings and schools, to share information and support continuity of learning. She is passionate and enthusiastic about her role and responsibilities. The childminder shows a commitment to providing a high-quality service for children and their families.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play. She observes children carefully and uses this information to plan a range of experiences and activities to meet their individual needs. Teaching is consistently good, and at times outstanding. The childminder skilfully demonstrates a wide range of teaching strategies. She interacts purposefully with children to extend their learning. For instance, she encourages a game of knocking down skittles when children show an interest in rolling balls. Children are encouraged to play with the wide range of good-quality toys and games. They are supported to explore and investigate. For example, young children delight as they hunt through shredded paper to find treasures that the childminder has hidden.

Personal development, behaviour and welfare are outstanding

The childminder is in tune with children's emotional needs and keeps them at the forefront of everything she does. Children form exceptional relationships with the childminder and this gives them an excellent platform from which to thrive and grow. The childminder works very closely with parents, and children benefit from very strong continuity of care. There are highly effective settling-in procedures to support new children attending the setting. The childminder is an extremely good role model. She uses meaningful praise and reassurance to boost children's self-esteem and promote their good behaviour. This is one of the ways in which children's personal, social and emotional development is very well supported.

Outcomes for children are good

All children make good progress in their learning, especially in their language development. Children are learning to be independent. For example, they freely choose from a wide range of stimulating resources. They are motivated and keen to learn and explore. Young children are developing positive attitudes to reading. They delight in sharing stories with the childminder. Children are developing the necessary skills for their future learning and the eventual move on to nursery and school.

Setting details

Unique reference number	EY450107
Local authority	Suffolk
Inspection number	1066083
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	1
Name of registered person	
Date of previous inspection	7 March 2013
Telephone number	

The childminder registered in 2012 and lives in Bradfield St George, Bury St Edmunds. She operates all year round, Monday to Friday, apart from family holidays.

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