

# Childminder Report

**Inspection date**

9 October 2017

Previous inspection date

20 January 2015

<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

- The childminder accurately reflects on the quality of her provision, taking into account the views of parents. This helps her to identify her strengths and areas for development, to promote a good-quality care and learning experience for children.
- The childminder provides stimulating activities that takes into account what children like to do. This helps them to make good progress from their starting points.
- The quality of teaching is consistently good. The childminder carefully promotes children's developing thinking skills. For example, she asks questions to challenge their thinking and gives them time to consider and express their own responses.
- Children are happy and settled in this friendly and welcoming childminding setting. The childminder fosters their emotional well-being successfully and establishes warm, caring relationships with them.

### It is not yet outstanding because:

- The childminder does not evaluate her observations of children sharply enough. She does not always ensure that she accurately identifies the next steps in children's learning to help her fully support their developmental progress.
- The childminder does not provide a wide enough range of activities to fully support those children who learn best when outdoors.

## What the setting needs to do to improve further

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

- evaluate observations of children's progress more precisely, to accurately identify and plan for the next steps in their learning
- make better use of a range of activities in the outdoor area to promote all children's 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 with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector 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 qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of a written testimonial from a parent.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to continuous improvement. She takes responsibility for keeping up to date with current legislation and good practice guidance. For example, she has completed training to ensure that she understands how to support vulnerable families. This helps her to identify any children who may be at risk of harm from extreme behaviours and views. Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns. Partnerships with parents are strong. The childminder is committed to working together with them, to ensure continuity of care and learning for the children. She is aware of the benefits of working in partnership with other care and learning providers, to ensure that she quickly identifies and manages any concerns.

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

The childminder is actively engaged in the children's play and follows what they want to do. The childminder recognises the short concentration span of younger children and readily reviews activities in response to their changing interests. Children enjoy taking part in art activities and the childminder uses items she has found outdoors to promote their learning well. For example, children select from the different leaves that the childminder has collected and complete collage pictures. The childminder extends the activity to encourage children to paint and print using the leaves. She demonstrates the activity to the children, and helps them to copy her. Children confidently have a go and readily name the colours of paint they are using. The childminder helps them to mix colours together to make other colours.

### Personal development, behaviour and welfare are good

The childminder supports children well as they move from home to her childminding setting. Children form secure emotional attachments to the childminder, readily going to her for a chat and support, as they play and learn. The childminder knows about children's home lives. She talks to them about their families, significantly enhancing their sense of belonging. The childminder is a good role model. She is calm and gentle and treats children with positive regard. She effectively builds children's self-esteem, giving meaningful praise for good behaviour and individual efforts. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being. The childminder takes children on outings into the local community.

### Outcomes for children are good

Children develop a good foundation for future learning, such as when they move on to nursery or school. They are enthusiastic to explore and investigate the toys and resources available to them. Children are confident to choose what they want to do and lead their own play. Children understand that print carries meaning. They sometimes give meaning to the marks they make. Children manage their self-care skills relevant to their age and level of understanding. For instance, they confidently attempt to put on their own shoes and coat before going outdoors to play.

## Setting details

<b>Unique reference number</b>	251215
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1090275
<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>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2015
<b>Telephone number</b>	

The childminder registered in 1999 and lives in Barham, Suffolk. She operates all year round, from 7.30am until 5.30pm, Monday to Thursday, except bank holidays and family holidays.

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