

# Childminder Report

<b>Inspection date</b>	6 November 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 successfully increased her level of qualification since registration. She is continuing with a focused programme of professional development. This is having a positive impact on the quality of the provision and the education children receive.
- The childminder is very professional and well organised. She demonstrates a real passion for her role. She understands how children learn and develop, providing high-quality learning experiences that reflect children's interests and learning needs to help them progress well and acquire key skills for their next stage in learning.
- The childminder offers a welcoming, home-from-home environment. She takes time to support new children to settle and works closely with parents to make sure that she meets children's care needs well. Parents fully appreciate and comment very positively on the childminder's care for their children and the good progress their children make.
- The childminder's kind, caring and nurturing approach helps young children to develop a very close bond with her. She is attentive to their needs, meaning children are happy and emotionally secure in their surroundings. This provides a strong base for children's developing independence and encourages children's natural curiosity and exploration.

### It is not yet outstanding because:

- The childminder reflects on and is aware of the strengths and weaknesses of her provision, however she has not yet pinpointed ways to drive this even further.
- Although the childminder provides parents with clear information about their children's day, she is not consistently sharing details about the precise learning targets set or ideas about how parents can extend children's learning at home.

## What the setting needs to do to improve further

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

- identify and set challenging goals to raise the quality of the provision and outcomes for children to the highest level
- share detailed information with parents about the specific learning targets set for their children and how to support these at home, to help children make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder, other household members and adults working with the children.
- The inspector took account of the views of parents spoken to on the day, children's testimonials and written responses to the childminder's own parental survey.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe from harm. She knows the possible signs of abuse and understands wider issues surrounding child protection. Children's safety is given high priority. The childminder maintains a safe environment and supervises children well. She teaches children how to keep themselves safe. For example, she explains that steam coming from cooked playdough means it is still hot, and supports children to handle knives correctly when cutting fruit. The childminder demonstrates a strong drive to continually improve her practice and develop her provision. She occasionally works with an assistant. She manages her assistant's performance well through regular discussions and involves her in reviewing policies, so there is a strong shared understanding of how the setting is run.

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

The childminder knows the children in her care very well. She makes regular observations and accurate assessments of what children can do. This enables her to plan activities around children's interests that build on their knowledge and skills. She has established effective partnerships with other settings children attend, which helps to maintain good continuity in children's care and learning. The childminder gets down to the children's level and joins in their play with enthusiasm to promote their enjoyment and motivation to learn. Children willingly try new experiences, exploring sensory materials with interest. They enjoy the challenge of creating their own firework themed shaker. The childminder naturally holds meaningful conversations with the children, listens well as they share their experiences and introduces new words to extend their vocabulary. Children have plenty of opportunities to develop their small-muscle skills in preparation for early writing. For example, they make meaningful marks with chalks and manipulate tools with skill.

### Personal development, behaviour and welfare are good

Children positively thrive in the highly stimulating, child-centred environment. They are happy, extremely confident individuals and show great independence. Children receive lots of praise from the childminder and respond with increased motivation and confidence in their abilities. Children's well-being and good health is very well supported. Freshly prepared meals and snacks that accommodate children's dietary needs exceptionally well, ensure children eat a healthy and varied diet. The childminder's positive attitude to outdoor learning, ensures that children spend lots of time outside. They learn about the natural world during walks, help grow vegetables and have plenty of physically activity.

### Outcomes for children are good

Children progress well from their starting points. They develop good social skills and receive support to develop positive attitudes to others. Children count and identify colours during their play and learn about different shapes and sizes. They are confident communicators and readily share their views. They make decisions, such as what they would like to play with and show determination to reach their desired goal.

## Setting details

<b>Unique reference number</b>	EY493256
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1025918
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Wyverstone, Suffolk. The childminder holds a relevant early years qualification at level 5 and occasionally works with an assistant. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
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