

# Childminder Report

## Inspection date

11 December 2017

Previous inspection date

16 June 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 is motivated and committed to continuously improving the quality of the care and learning experiences for children. She reflects on the strengths of her provision and takes into account the views of parents when planning for improvement.
- The childminder knows the children well and understands where they are in their development. She evaluates her observations of children. She plans activities that are rooted in children's interests and are designed to support their continuing progress.
- The childminder supports children's speech and language skills well. She promotes children's developing vocabulary and engages them in conversation.
- The childminder fosters children's emotional well-being effectively. She provides a welcoming play and learning environment where children are secure, happy and confident to express themselves.
- The childminder supports children's developing awareness of managing their own emotions and behaviour effectively. Children show care and concern for each other. They play well together and develop good friendships.

### It is not yet outstanding because:

- Sometimes the childminder does not consistently offer the same good level of teaching and learning during routine times, such as snack time. These times are not as well organised as other times in the day.
- The childminder does not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

## What the setting needs to do to improve further

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

- review the organisation of routine times to ensure that children continue to enjoy a high standard of teaching and learning at all times
- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly as part of promoting their early reading skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has 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 the qualifications of the childminder.
- The inspector discussed the childminder's self-evaluation.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of the signs and symptoms of abuse and knows how to report concerns. She is well qualified and regularly completes relevant training courses to further her own professional development. The childminder takes responsibility for keeping up to date with latest legislation and good practice guidance. She liaises with other childcare professionals to share good practice. The childminder demonstrates friendly and trusting relationships with parents. She keeps them informed about their children's day and encourages them to continue to share what they know about their child. The childminder understands the importance of establishing an effective two-way flow of information to help ensure children's individual needs are identified and addressed.

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

The childminder checks children's ongoing progress regularly to ensure that they are making good progress. She provides a varied and interesting range of toys and resources that is appropriate for the age of the children attending. Toys are stored to enable children to access them independently. The childminder is engaged in the children's play. She extends activities to support their learning. For example, when children are putting stickers onto cards, she encourages them to count how many they have used. The childminder also knows when to step back and allow children to lead their own play. Children play imaginatively based on their own and imagined experiences. They use cushions and blankets to pretend to be on a train and confidently introduce a storyline into their play.

### Personal development, behaviour and welfare are good

Children develop close emotional attachments to the childminder. They are helped to play in ways that are safe for themselves and others. For example, the childminder talks to children about the dangers of using toys with small parts when babies are present. The childminder is a good role model. She treats children with positive regard and gives meaningful praise for good behaviour and individual efforts. The childminder knows about children's home lives and talks to them about their families. She effectively builds children's self-esteem and sense of belonging. Children's good health and physical well-being are promoted. They have daily opportunities for exercise and fresh air, including walking to and from school to drop off and collect older children.

### Outcomes for children are good

Children develop the key skills needed for the next stage in their learning, such as moving on to school. They are independent learners who confidently lead their own play. Children understand that print carries meaning and enjoy stories and books. They give meaning to the marks they make and are helped to write recognisable letters, such as those in their first name and other familiar names, such as 'mummy'.

## Setting details

<b>Unique reference number</b>	EY231062
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1091425
<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>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Leiston, Suffolk. She operates all year round from 7.15am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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