

Childminder Report

Inspection date

19 January 2018

Previous inspection date

5 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 the continued development of her provision. She has addressed weaknesses raised at the last inspection. She accesses professional development opportunities to help her to improve her teaching skills and knowledge.
- The childminder knows the children well. She regularly assesses their level of development and provides well-planned activities to ensure they continue to make good progress in their learning.
- The childminder works effectively in partnership with parents. She shares information with them about children's progress. She uses observations parents make of their children at home to continue their interests and learning in the setting.
- Children develop secure bonds with the childminder. She is warm, kind and responds well to their needs. This helps children to develop in confidence and feel safe.
- The childminder promotes children's communication and language well, overall. She responds to their vocalisations and repeats words for them to hear. Children are confident communicators. They continually practise words and sounds in their play.

It is not yet outstanding because:

- Sometimes, the childminder does not encourage children to do small tasks for themselves and intervenes too quickly to help them.
- Occasionally, the childminder does not give children time to think about and respond to the questions she asks before moving them on in their learning.

What the setting needs to do to improve further

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

- help children to become highly independent, and provide opportunities and encouragement for them to complete small tasks for themselves
- enhance children's thinking and problem-solving skills and give them time to think about and formulate responses to questions.

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder knows the strengths of the setting and targets her professional development well to address weaker areas of practice. She successfully implements effective procedures to review children's progress, enabling her to identify any gaps in their learning. Where necessary, she seeks additional professional support at the earliest opportunity. The childminder regularly meets with other local childminders to share ideas for practice and to keep up to date. Safeguarding is effective. The childminder knows how to respond to any concerns she has about children's welfare. She is aware of signs that a child may be at risk of harm. Checks are made on all areas of the childminder's premises throughout the day to ensure they are safe for children. For example, she does not permit children to use large play equipment in icy weather. She engages them in learning in other areas of the garden that are safe.

Quality of teaching, learning and assessment is good

The childminder follows children's interests and plans her environment to capture their imagination. Older children use small tools to cut and decorate a pretend cake out of play dough. Younger children concentrate and use the tools to practise their physical skills and make marks in the dough. The childminder carefully plans each activity to match children's interests and capabilities. Children enjoy sharing books and stories with the childminder. They choose which book they want to look at and listen intently when the childminder reads to them. Younger children point and make sounds for the animals they can see. The childminder adapts her teaching for older children and introduces vocabulary that is more advanced. She encourages children to count as they point to the pictures. She extends their learning and introduces new numbers for them to remember.

Personal development, behaviour and welfare are good

Children behave well and are familiar with routines. The childminder is a good role model and encourages children to be polite and use good manners. She praises them often to promote their self-esteem and confidence. The childminder promotes healthy eating well. Children plant and grow vegetables in the childminder's garden and eat the healthy food they cultivate. The childminder talks to them about different types of fruit they can try. Children get many exciting opportunities to explore outdoors and practise their physical skills. Younger children develop confidence as they competently balance and walk over uneven ground. Older children jump and land safely to burst bubbles on the ground. Children access local groups to expand their experiences and develop their social skills.

Outcomes for children are good

Children make good progress in all areas of their learning. They are eager to join in a wide range of opportunities, and engage well. They develop a keen interest for sharing books and engage for prolonged periods in rich and meaningful learning opportunities. Children respond well to adults and are kind to their friends. The childminder prepares children well for the next stage in their learning, such as starting school.

Setting details

Unique reference number	250842
Local authority	Suffolk
Inspection number	1110338
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	5 July 2017
Telephone number	

The childminder registered in 1995 and lives in Leiston, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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