

Childminder Report

Inspection date

14 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 knows the children in her care well. She offers a relaxed approach to learning, planning activities that interest the children and that are flexible, so children take the lead in their learning. Children make good progress and develop key skills in readiness for school.
- The childminder provides a child-centred, well-resourced learning environment. Her kind, caring and nurturing approach helps young children to develop a close bond with her. She frequently praises children for their achievements. Children respond to her praise with increased confidence in their abilities and willingness to try new challenges.
- The childminder makes good use of the local environment to extend children's learning opportunities. For example, they visit local groups where they interact with other adults and children and learn about the world around them.
- Partnerships with parents are positive. The childminder keeps them updated with activities that their children engage in and the progress children make in their learning. Parents are very complimentary about the care their children receive, the interesting activities and learning opportunities provided and the progress they can see their children are making while in the setting.

It is not yet outstanding because:

- The childminder does not seek her own rich and diverse learning opportunities to help her achieve high-quality teaching practice.
- The childminder does not share detailed information with other settings children attend to fully promote continuity of care and learning.

What the setting needs to do to improve further

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

- seek a wide range of professional development opportunities to broaden skills and knowledge and enhance teaching practice to a high level
- extend partnership working with other early years settings children attend, in order to fully promote continuity of care and learning for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her co-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 and those living or working on the premises.
- The inspector took account of the views of parents provided through 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 protect the welfare of children. She is aware of the possible signs of abuse and knows how to report concerns about children's welfare. The childminder ensures that her home is safe and secure through daily checks. She works closely with a co-childminder. Together, they reflect on their provision and identify ways to make improvements, such as developing the outdoor provision to enhance children's learning opportunities. Policies and procedures are shared with parents, which provides them with reassurance that children are safe and well cared for.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group that she is working with. She monitors children's progress effectively, clearly identifying their next steps and planning activities that build on their knowledge and skills. For example, children eagerly join in making biscuits. They listen well and follow the childminder's simple instructions. Mathematical skills are supported well. Children confidently count scoops of flour, talk about needing more and recognise numbers when using weighing scales. They have plenty of opportunities to develop control of their small muscles, which help support them in holding writing implements. The childminder supports children's communication skills well. She models language effectively, asks questions that encourage children to respond and holds engaging discussions to support their learning further.

Personal development, behaviour and welfare are good

The childminder supports children's well-being and good health well. Freshly prepared meals and snacks that accommodate children's dietary needs, enable children to eat a healthy and varied diet. Children frequently play outdoors and enjoy physical exercise. They learn good hygiene routines, such as washing their hands before eating or cooking activities. The childminder ensures that every child has choices in their play and learning, contributing to their good progress. She gives clear expectations to children for behaviour and encourages children to share and take turns. This contribute positively to the way children behave. Children develop awareness of the world around them. They learn about festivals from cultures other than their own, for example, through art and craft activities.

Outcomes for children are good

Children make good progress and are working comfortably within the range of development typical for their age. They have a positive attitude to learning and are keen to try out new experiences. They are well prepared for the next stage in their learning, including the move on to school. Children are confident and articulate speakers. Their early literacy skills are developing well. For example, children make marks that represent writing and older children use some clearly identifiable letters when writing their names. Children show a keen interest in books, enjoy listening to stories and talking about what they see in pictures. They are becoming independent, managing their self-care skills well.

Setting details

Unique reference number	EY496573
Local authority	Suffolk
Inspection number	1036522
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She works with a co-childminder. The childminder operates all year round, from 7.30am to 6.30pm, 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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