

# Childminder Report

**Inspection date**

22 February 2018

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 provides a child-centred and well-resourced environment where children confidently explore and are curious learners. She knows the children well, providing activities she knows will engage them and support their good progress. Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children.
- The childminder has formed very strong relationships with the children. They benefit from being cared for in a nurturing environment where they feel safe and develop a positive sense of belonging. The childminder is a good role model, teaching children to be kind and caring towards one another and helping them to build friendships.
- Children's language and communication skills are fostered particularly well. The childminder talks to children continually, responding positively to emerging words and expanding their vocabulary by introducing and repeating new words as they play.
- The childminder has undertaken a focused programme of professional development. She is enhancing her knowledge and skills effectively which positively impact on the quality of care and education that she provides for children.

**It is not yet outstanding because:**

- The childminder does not make the most of opportunities to share information about children's achievements and levels of learning with other early years settings or carers to support consistency.
- The childminder does not always provide parents with detailed information about how to support children's learning at home to help them make the best possible progress.

## What the setting needs to do to improve further

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

- strengthen methods of sharing information with other carers and early years settings that children attend to help complement their learning further
- explore further ways to include parents in extending children's learning at home to enable them to make the best possible progress.

### 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 to 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 and other household members.
- The inspector took account of the views of parents provided through written testimonials and the childminder's own parental survey.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is professional and well organised. She is proactive in seeking ways to ensure she follows current guidelines and provide children with exciting ways to learn. She evaluates her practice regularly and identifies areas that she would like to change to maintain high levels of provision. For example, she has introduced a wider variety of natural materials to encourage children's exploration and sensory play. Safeguarding is effective. The childminder knows the possible signs of abuse and understands wider issues surrounding child protection. Clear policies underpin her good practice. These are shared with parents. The childminder maintains a safe and secure home. She is vigilant in her supervision of children and alert to potential risks, such as children putting toys in their mouths. She uses opportunities like this to teach children about safety.

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

The childminder gets to know the children very well. Ongoing observations of children's development enable her to quickly identify and target gaps in their learning. The childminder gets down to children's level and is playful in her interactions, which in turn, stimulates them to join in. For example, children willingly build towers and excitedly knock these over and develop their own ideas for play. The childminder threads mathematical language through activities and encourages children to count. Children have plenty of opportunities to develop their small-muscles skills in preparation for early writing. For instance, they make meaningful marks with chalks and operate toys with increasing skill. From an early age, children show a keen interest in books. They sit on the childminder's lap and listen while she reads and enjoy feeling the textured pages. Children express their wish to sing a favourite rhyme and join in with the actions.

### Personal development, behaviour and welfare are good

Children positively thrive in the welcoming, homely environment. The childminder is attentive to their needs, meaning children are happy and secure. She constantly provides praise and encouragement to help children recognise their achievement and boost their self-confidence. Children develop good social skills. The childminder teaches children to be kind to their friends and guides them well to take turns and share resources. She regularly takes children to local groups where they interact with other adults and children. The childminder supports children's health and well-being effectively. She has a positive attitude to children playing and learning outdoors. Children are physically active in the garden during visits to the park and nearby woodland.

### Outcomes for children are good

Children make good progress in relation to the typical range of development expected for their age. They are gaining a solid foundation that helps to prepare them for future learning and eventual move on to school. Children manage their self-care skills that are relevant to their age and demonstrate emerging independence. They confidently make choices about what they would like to do and show determination to reach their desired goal.

## Setting details

<b>Unique reference number</b>	EY495815
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1036519
<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>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She operates all year round from 8am 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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