

Childminder Report

Inspection date	26 February 2018
Previous inspection date	13 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 professional, well organised and committed to providing children with good quality care and education. She offers children a wide range of exciting opportunities in the setting and in the local community to enhance their learning.
- The childminder promotes children's language skills well. She models vocabulary for them to hear and repeat. Children who speak English as an additional language communicate with her through gesture and words, and she responds effectively.
- Children behave well and are familiar with the daily routines. They are kind, share resources and take turns. They follow the childminder's instructions and are eager to take on responsibility, such as tidying away toys once they have finished playing.
- Children are independent and confident. They take pride in their achievements and are keen to share them with others. The childminder enthusiastically praises children to promote their self-esteem.
- Children are active and motivated learners. Younger children are inquisitive and confident to explore the wide range of available resources. Older children show high levels of engagement in learning and readily take on challenges.

It is not yet outstanding because:

- The childminder does not swiftly identify children's starting points in learning. She does not seek detailed information from parents about children's prior learning at home.
- Occasionally, the childminder focuses on extending the learning of older children during group activities. She does not always consider the opportunities that arise to promote younger children's learning to the highest level.

What the setting needs to do to improve further

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

- gather in-depth information from parents about children's prior achievements at home and use the information to inform ambitious plans for children's learning on entry
- adapt teaching so that younger children are challenged to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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

Safeguarding is effective. The childminder knows how to identify signs that may indicate a child is at risk of harm. She knows the procedures she must follow to report her concerns and keep children safe. The childminder holds a paediatric first-aid qualification. She ensures that only those adults who Ofsted confirms as suitable to have regular contact with children, do so. The childminder keeps her knowledge and skills up to date. She attends training, for example, to help her develop highly effective strategies to manage children's behaviour. She works closely with her co-childminder. They share ideas and suggestions to secure ongoing improvements to the provision. The childminder welcomes the views of children and parents when reflecting on the effectiveness of her provision to ensure it continues to meet children's needs.

Quality of teaching, learning and assessment is good

The childminder knows children well. She regularly assesses their level of development and plans targeted learning opportunities to help them make continued good progress. She guides and encourages older children in a mathematical game. Children count and stick the correct number of animal stickers next to the numeral. They concentrate well in the challenging activity. Children name the animals that they know. The childminder expands their vocabulary and names unfamiliar animals for them to learn. Younger children join the activity and begin to explore with sounds as they roar when holding a toy lion. The childminder acknowledges this and repeats the sounds they make. The childminder shares information with parents each day. She informs them about children's routines and their achievements during the day. Parents value this information and comment positively about the progress that children make.

Personal development, behaviour and welfare are good

Younger children build secure attachments with the childminder. They enjoy spending time sitting and interacting with her. She responds well to them and gives them close attention and support. Older children enjoy sharing stories with her about home and family life. The childminder supports children to adopt healthy lifestyles. Children follow good hygiene procedures and eat healthily. The childminder rigorously follows parents' instructions where children have allergies and special dietary requirements, to promote their welfare. The childminder ensures children stay well hydrated throughout the day. Children have plentiful opportunities to explore the local environment. They visit the beach and the park where they participate in physical activity to support their well-being.

Outcomes for children are good

Children progress well in their learning. They settle quickly and develop their confidence. Children are busy and active learners. Younger children show determination to complete self-chosen tasks. Older children readily accept challenge and show commitment in their learning. Children show good listening skills and respond well to adults and their peers. The childminder prepares children well for their future learning.

Setting details

Unique reference number	EY367027
Local authority	Suffolk
Inspection number	1087293
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	13 June 2014
Telephone number	

The childminder registered in 2008 and lives in Felixstowe, Suffolk. She works with her husband, who is also a registered childminder. The childminder operates all year round, from 7.30am until 4.30pm on Mondays, 7.30am until 5.30pm on Tuesdays, Wednesdays and Thursdays, and 7.30am until 5pm on Fridays. The childminder provides funded early education for two-, three- and four-year-old children.

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