

Childminder Report

Inspection date

5 March 2018

Previous inspection date

16 August 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 has robustly addressed the actions raised at the last inspection by developing her knowledge of safeguarding and reviewing her complaints policy.
- The childminder is reflective and regularly evaluates her setting. She accesses training and networks with other practitioners to develop her knowledge and skills.
- The childminder is knowledgeable about child development and makes good use of information gained from observations of children during play, to plan further activities and promote children's good progress.
- Children develop close attachments to the childminder. They are settled and confidently independent as they explore the well-organised play environment set up by the childminder. They are able to freely access a range of high-quality toys and activities.
- Parents are very happy with the service the childminder provides. They comment on the 'home-from-home' atmosphere, the 'fantastic start' given to children progressing to school and describe the childminder's practice as 'caring and kind'.

It is not yet outstanding because:

- The childminder develops good relationships with parents and shares detailed information about their children's day. However, she does not yet involve parents in her assessments of children's learning, to make use of their expertise and promote children's progress both in the setting and at home.
- The childminder has developed good partnerships with local childminders. However, she has not yet built solid relationships with all other settings that children attend to support children's transitions or enhance their 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:

- strengthen partnerships with all parents to support their full involvement in children's learning and development
- build on partnerships with other settings that children attend to support children's transitions more effectively and provide more continuity in their experiences.

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 took account of the views of parents through written feedback that was provided.
- The inspector examined relevant documentation and the evidence of suitability of persons living and working on the premises.
- The inspector looked at children's records and held discussions with the childminder. She discussed the childminder's policies and procedures.

Inspector

Kate Oakley

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of safeguarding procedures, including those relating to the ongoing suitability of adults in the setting and what to do if she has a concern about a child's safety. The childminder is passionate about the safety and emotional well-being of children in her care. She communicates frequently with parents, providing them with information about their child's day via digital photographs, videos and text messages. Parents comment positively on their children's experiences in the setting. The childminder continually reflects on her provision, regularly changing or making resources to meet the needs of children in her care.

Quality of teaching, learning and assessment is good

The childminder knows children in her care very well and has high expectations of them all. She assesses children through regular observations and uses this information effectively to plan activities to support their continuing progress. The childminder is an effective communicator and supports children's developing language through skilful and sensitive interactions. The childminder listens carefully to children, extending their vocabulary or modelling the correct pronunciation of words. Babies babble delightedly as she responds to their attempts to communicate. The childminder adds challenge or reduces her support appropriately to help to develop and stretch children's skills.

Personal development, behaviour and welfare are good

The childminder nurtures children's well-being and as a result they settle quickly and thrive in the welcoming, homely atmosphere. The childminder is a good role model and sensitively sets clear boundaries and expectations for children's behaviour. This helps children to learn how to behave and how to interact well with others. The childminder praises children warmly and enthusiastically for their attempts as well as their achievements. This promotes children's self-esteem and a can-do attitude. The childminder helps children to be physically active. Children play in the garden and they go with the childminder on outings. This helps children to access a diverse range of activities, such as music sessions as well as enhancing their social skills as they meet other children.

Outcomes for children are good

Children make good progress in their learning. Some children exceed typical progress in social and emotional development as well as communication and language. Younger children enjoy exploring and investigating with their senses during a range of activities, such as playing in the snow outside. The childminder creates resources to support children's individual learning needs, such as sensory bottles to support the curiosity and engagement of babies. Children exhibit perseverance in mastering tricky skills, such as putting their own shoes on or trying to feed themselves. Children develop skills which prepare them well for the next stage in their learning, including school.

Setting details

Unique reference number	250538
Local authority	Suffolk
Inspection number	1112153
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	16 August 2017
Telephone number	

The childminder registered in 1993 and lives in Newmarket. She operates all year round, from 7am to 6pm, Monday to Wednesday, except for bank holidays and family holidays.

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