

Childminder Report

Inspection date

4 April 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 organises her setting well. She is well qualified and committed to providing all children with good-quality care and learning experiences.
- The childminder reflects on the service that she provides. She is aware of her strengths and has plans in place to manage and address the weaknesses she has identified.
- The childminder demonstrates friendly and trusting partnerships with parents. She is flexible to meet their changing childcare needs. Parents are kept fully informed about their children's day, both through written information and daily verbal feedback.
- The childminder provides a varied and interesting range of age-appropriate toys and resources. Children choose freely from the toys available to them, supporting their independence and sense of belonging effectively.
- The childminder establishes caring relationships with the children in her care. She actively supports them to feel safe and settled in her friendly and welcoming setting. Children readily go to the childminder for cuddles and confidently seek her out to share their play experiences.

It is not yet outstanding because:

- The childminder does not always organise adult-led activities well enough to ensure that younger children are fully included.
- The childminder does not make the best use of learning outdoors. She does not fully support those children who learn best from playing outside to develop their mathematical skills.

What the setting needs to do to improve further

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

- review how adult-led activities are organised to ensure that younger children are always fully included
- focus more closely on supporting the mathematical skills of children who prefer to learn in the outdoor environment.

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 spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning with the childminder and looked at a selection of policies and other records. They also discussed the childminder's self-evaluation.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder takes responsibility for her own professional development and implements what she has learned into her practice. For example, she recently completed training in child protection. As a result, the childminder has updated her policy and procedures to ensure that she is following the Local Safeguarding Children Board guidelines. Safeguarding is effective. The childminder liaises with other childcare professionals to share good practice and keep up to date with current legislation. The childminder has established good procedures to share information with others who provide care and learning for the children. This effective, two-way flow of information helps to ensure that children's individual needs are identified and met.

Quality of teaching, learning and assessment is good

The childminder knows the children well and understands where they are in their development. She uses this information to plan for their next steps in learning. Children's ongoing progress is checked regularly. The childminder ensures that they are making good progress towards the early learning goals. The quality of teaching is good. The childminder supports children's learning. For example, older children enjoy making rainmakers. The childminder seizes the opportunity to promote children's coordination, encouraging them to use scissors to cut tape. She provides stickers for children to peel off the backing and use to decorate their creation. Children's speech and language development is promoted effectively. The childminder engages children in conversation and actively listens to what they say. She responds positively to the gestures of babies.

Personal development, behaviour and welfare are good

Children's emotional well-being is effectively fostered. The childminder tailors her settling-in procedures to the individual needs of each child and their family. Children are happy and settled. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging. Children behave well and respond positively to the childminder's high expectations. They are encouraged to share resources, take turns and consider the feelings of others. The childminder follows children's individual care routines, promoting continuity of care. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans outings into the local community. Children learn about people and communities beyond their immediate experience.

Outcomes for children are good

Children make good progress from their starting points. They develop the key skills needed for the next stage in their learning, such as moving on to school. Children are motivated and independent learners who confidently lead their own play. They play imaginatively, such as pretending to be police officers when playing outdoors with the wheeled toys, police hats and walkie-talkies. Children practise their early writing skills, such as using mud to make marks on paper.

Setting details

Unique reference number	EY497679
Local authority	Suffolk
Inspection number	1037474
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Stanton, Suffolk. She operates all year round from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

