

# Childminder Report

**Inspection date**

19 April 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 evaluates the quality of her provision and takes into account the views of parents and children. She continually reflects on the care and learning experiences children receive.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily, through both verbal communication and written records.
- The childminder knows the children well and understands where they are in their development. She observes and assesses their learning and uses this information effectively to plan for their next steps. Children make good progress from their starting points.
- The childminder establishes caring relationships with the children in her care. She actively supports them to feel safe and settled in this welcoming setting. Children develop close emotional attachments to the childminder and readily invite her to share their play experiences.

**It is not yet outstanding because:**

- The childminder does not consistently pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding letters of the alphabet.
- The childminder has not fully explored ways to promote opportunities for children to learn about people, festivals and customs beyond their immediate experience.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly, further promoting their early reading skills
- build on the opportunities children have to develop an understanding and appreciation for different beliefs and ways of life.

### 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 and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written questionnaires completed by parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder liaises with other childcare professionals to share good practice, to improve outcomes for children. She keeps up to date with changes to legislation and good practice guidance. The childminder is aware of changes with regard to data protection and has implemented a policy to ensure this is followed. She has an action plan for improvement that is reviewed and evaluated regularly. The childminder attends relevant training courses to further her own professional development. Her assessments of children's progress are accurate and she shares this with other settings that they attend. This effective two-way flow of information helps to ensure that children's individual needs are identified and met. Safeguarding is effective. The childminder has a good awareness of her responsibilities to protect children's welfare.

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

The childminder seeks useful information from parents when children first attend her setting. She is fully aware of children's starting points and plans for their continuing progress. The childminder provides a good quality of teaching. She plans and provides interesting activities that promote children's eagerness to learn. She responds well to children's interests and is led by what they want to do. The childminder skilfully extends children's learning. For example, she extends an activity matching coloured pegs to paper bowls. The childminder introduces numerals and encourages children to match the correct number of pegs to the numeral. The childminder promotes children's thinking skills carefully. She asks questions to challenge their thinking and gives them time to consider and express their own responses. Children are confident communicators. The childminder engages them in conversation and actively listens to what they have to say.

### Personal development, behaviour and welfare are good

Children play safely, both indoors and outside. The childminder ensures that all hazards are identified and minimised. Children enjoy playing in the well-resourced garden. They have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. Children develop their physical skills on the trampoline, confidently jumping and turning around. The childminder is a good role model. She treats children with positive regard, giving meaningful praise for good behaviour and individual efforts. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging. She sets clear, age-appropriate boundaries for the children. They respond positively to her high expectations. Unwanted behaviour is managed sensitively, taking into account children's level of understanding. Children are helped to understand the impact of their behaviour on others.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for future learning, such as moving on to school. They are enthusiastic and motivated learners. Children understand that print carries meaning and enjoy listening to stories. They recognise initial letters and confidently name items that start with the letter.

## Setting details

<b>Unique reference number</b>	EY498697
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1040896
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Lowestoft, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. Childcare during bank holidays is available by arrangement.

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