

# Childminder Report

## Inspection date

3 May 2018

Previous inspection date

23 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 well-qualified childminder provides children with a welcoming and family environment. She has a secure knowledge and understanding of how children learn and develop. The childminder supports children's play and learning well. Children make good progress and develop their communication skills in readiness for school.
- Children form close bonds with the childminder and are happy and settled in her care. This has a positive effect on their emotional well-being.
- The childminder pays close attention to health and safety. She completes daily checks of her home to ensure that all areas used by the children are safe and suitable. Children access the areas and resources safely.
- Parents express their thoughts about the care and education provided for their children. They are extremely complimentary about the childminder and the service she provides. Parents comment that they happily recommend the childminder to others.
- Children have daily opportunities for fresh air and exercise in the childminder's garden or on trips out to places in the community, such as farms, local woods and lakes. These help to promote children's good health and support their physical development.
- The childminder has built effective links with other settings that children attend. This helps to maintain good continuity in children's care and learning.

### It is not yet outstanding because:

- Although the childminder works well with parents, she does not always gather precise information from them about their children's abilities when they first start at her setting.

## What the setting needs to do to improve further

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

- gather further information from parents about what their children already know and can do when they start at the setting, and use this effectively to support their ongoing progress.

### 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 during the inspection. She looked at relevant documentation and children's records, and discussed the childminder's policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe from harm. She knows the possible signs of abuse and neglect, and understands wider issues surrounding child protection. The childminder has attended training to ensure that she can protect children. She knows the appropriate action to take if she has a concern about the welfare of a child. The childminder keeps up to date with developments in childcare practice. She ensures that parents are fully aware of the policies and procedures that underpin her good practice. The childminder ensures that children receive a variety of experiences in her home and on outings. She regularly reflects on her practice to identify ongoing improvements. She makes positive changes to her provision to improve future outcomes for children.

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

The childminder carefully organises her home so that children have opportunities to play with a wide range of toys and resources. Children lead their own play. They are happy and actively engaged. For example, children enjoy experimenting with water and eagerly jump in puddles. The childminder is skilled at recognising children's need to play independently. She knows when to get down to their level and join in with their play experiences. The childminder observes children during activities and routinely monitors their progress by tracking their development. This enables her to identify any gaps in children's learning. The childminder plans activities that build on children's learning, to support their continuing progress. For instance, as children complete puzzles, she asks them to name the different animals. The childminder provides support when required.

### Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder follows children's home routines to promote continuity of care. Children behave well and enjoy their time with the childminder. She provides children with constant praise and encouragement. This enables children to develop their confidence and sense of self-esteem. The childminder helps to extend children's social skills. For example, she attends local groups with the children. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they become familiar with other settings when they accompany the childminder to collect other children from nursery and school.

### Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for the next stage in their learning, such as moving on to nursery or starting school. Children become more independent. For example, they collect their boots and put them on before going outside. Children learn about healthy practices, such as handwashing before eating. They attend to their own personal care needs relevant to their age and ability. Children enjoy looking at books. They identify colours, numbers and count objects.

## Setting details

<b>Unique reference number</b>	EY471614
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1105635
<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>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 July 2014
<b>Telephone number</b>	

The childminder registered in 2014 and lives in Stowmarket, Suffolk. She operates all year round, on Monday to Thursday from 7.30am to 5pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

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