

Childminder Report

Inspection date

14 May 2018

Previous inspection date

28 June 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 uses her experience and knowledge of child development to provide children with a good range of interesting and engaging play-based activities that promotes their enthusiasm for learning.
- Children are happy and form close relationships with the childminder. They respond well to her playful interactions and welcome her involvement in their play.
- Parents are very complimentary about the childminder, praising the love, care and attention provided. They say their children have blossomed in her care and have made real progress in their learning and vocabulary.
- Children are confident and self-assured in the childminder's care. They express their views, share ideas and ask questions as they play.
- The childminder uses calm and consistent strategies to help children learn what is expected of them. She makes good use of children's comments to help them learn about people who are less fortunate than themselves.

It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of opportunities to provide children with higher levels of challenge to extend their already good mathematical skills.
- Sometimes, the childminder does not give children sufficient opportunity to consider their responses to questions and work out their own ways of doing things.

What the setting needs to do to improve further

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

- strengthen the teaching of mathematics to provide children with higher levels of challenge
- provide children with more opportunity to think and consider their own response to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with the childminder and children during the inspection.
- The inspector viewed relevant documentation and checked evidence of the suitability of household members.
- The inspector took account of the views of parents from their written comments.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

Since her last inspection the childminder has introduced an effective assessment system. She uses the information gained to help her identify children's current stage of development and plan for and target what they need to learn next. The arrangements for safeguarding are effective. The childminder is alert to the signs and symptoms that a child may be at risk of harm. She is confident about the procedures she should follow to report any child protection concerns. She supervises children to help keep them safe, while allowing them freedom to make their own choice about whether to play indoors or in her garden. The childminder keeps her knowledge and skills up to date through online research and by sharing practice with other childminders. She identifies priorities for improvement to benefit the children attending.

Quality of teaching, learning and assessment is good

The childminder gives very good thought to children's individual interests and personalities, to provide them with activities and resources that they are eager to explore. She promotes children language and communication skills well while they play. She engages them in meaningful discussions about what they are doing and builds on their interest in imaginative play to extend their learning. For example, while they hide 'treasure' in the sand she encourages them to describe objects they are burying. She shares meaningful information with parents to help keep them involved in their children's learning. The childminder is careful to support children's learning in other settings, such as nursery or school.

Personal development, behaviour and welfare are good

The childminder gathers detailed information from parents when their children first start, to help her plan for their learning from the outset. She ensures children are able to spend plenty of time playing outdoors enjoying active physical play. She helps them learn new skills and persevere. For example, she shows children how to walk with stilts using an encouraging and playful manner that helps to promote their sense of pride in their own achievement. Children excitedly play competitive games, such as hooking plastic ducks with a rod to see who gets the most. The childminder uses such games as an opportunity to remind children to consider the feelings of others.

Outcomes for children are good

Children develop the key skills to support their move on to school. They demonstrate a 'have a go' attitude and are eager to learn new skills. Children are inquisitive and imaginative as they play. They follow their own ideas and describe what they are doing, such as while they build a robot out of plastic bricks. Children are friendly and confident to instigate conversations with adults. They demonstrate good physical skills, such as riding a scooter and confidently swerving to avoid an obstacle in their way.

Setting details

Unique reference number	EY258877
Local authority	Suffolk
Inspection number	1110357
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	28 June 2017
Telephone number	

The childminder registered in 2003. She holds an appropriate early years qualification at level 2. She operates all year round from 6am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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