

# Childminder Report

**Inspection date**

12 June 2018

Previous inspection date

20 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is committed to the continued development of her setting. She has addressed weaknesses raised at the last inspection and raised the quality of her teaching. She takes on board feedback from other professionals to secure improvement.
- Children enjoy participating in the wide range of available activities. The childminder joins in well with children's play. She asks questions to extend their learning, to which children eagerly respond. She comments on what they do to increase their vocabulary.
- Children are busy and active throughout the day, and play imaginatively with self-chosen objects. They enjoy exploring with their senses. The childminder follows children's interests to keep play going and to enhance their learning. Children make good progress in their learning.
- The childminder consistently reminds children of the rules and boundaries they must follow. Children listen to the childminder and follow her instructions and guidance.
- Children are happy and settled in the childminder's care and they develop a secure attachment with her. She responds well to their individual needs.

### It is not yet outstanding because:

- Some children lack a high level of interest in books, stories and rhyme. The childminder has not secured ways to raise children's level of interest and engagement in stories.
- On occasions, the childminder plans some activities that are too challenging for children and are beyond their capabilities. While children make a credible effort, they do not always achieve what they set out to do. This has an impact on children's confidence.

## What the setting needs to do to improve further

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

- develop interesting and inspiring ways to raise children's level of interest and engagement in stories, books and rhymes
- plan appropriately challenging activities that help to build children's achievements and confidence to an even higher level.

### 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 held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify and respond to any concerns she has about children's welfare. The premises are safe and secure. The childminder supervises children closely to keep them safe and explains to them how to keep themselves safe. The childminder keeps her professional knowledge up to date. She regularly meets up with other childminders to share ideas for practice. She regularly reviews and updates her policies to reflect any changes. The childminder seeks the views of parents and others to help her to evaluate the quality of her provision. She knows her strengths and areas she would like to improve further. The childminder attends training, such as online research, to help her to extend how children learn using their senses.

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

The childminder regularly observes children and assesses their level of development to ensure they continue to progress well. She knows what children are interested in and plans enjoyable opportunities that they are eager to try. The childminder follows children's lead as they play, such as when they use blocks to build. Children describe the imaginary objects that they have built. The childminder asks questions about how they are going to use their object. Children are eager to count and use mathematical language in their play. They 'have a go' at writing and recognise familiar letters. The childminder shares information with parents about children's progress. Parents comment positively about the childminder and that she involves them in their children's learning.

### Personal development, behaviour and welfare are good

The childminder encourages children to complete small tasks, such as tidying away toys when they have finished with them. Children sort objects into boxes and follow the childminder's instructions. Children are confident to choose resources and they move freely around the setting. The childminder encourages them to be independent in their self-care tasks. The childminder promotes healthy eating and encourages children to choose healthy options. She provides a balanced selection of food throughout the day. Children have regular opportunities in the fresh air. They go on visits in the local community, such as to the country park. The childminder provides opportunities for children to explore nature and find out more about the natural world. Children go on walks in the fields and access physical play equipment in the childminder's garden.

### Outcomes for children are good

Children progress well from their starting points. Those children who speak English as an additional language develop good communication and language skills. This prepares them well for when they start school. Children develop a positive attitude to learning. They are enthusiastic learners who are keen to 'have a go' at a wide range of opportunities. They develop good social skills and make secure friendships with their peers.

## Setting details

<b>Unique reference number</b>	EY255781
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1110356
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 July 2017
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Brandon, Suffolk. She operates all year round from 7am to 6pm on Monday to Friday, except bank holidays and family holidays.

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