

# Childminder report

23 Woodside, Brampton, Beccles, Suffolk NR34 8DN



<b>Inspection date</b>	14 September 2018
Previous inspection date	12 June 2015

<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 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

### The provision is good

- The childminder is passionate about his role in helping children to enjoy their early years and fulfil their potential. He shows a good determination to gain new qualifications and continue his professional development to benefit the children in his care.
- Parents are well involved in their children's learning. The childminder discusses children's starting points with them in detail when they first attend. He regularly shares children's interests and achievements and discusses with parents what children need to learn next.
- Children make good progress from their individual starting points and are developing the skills required for their future learning. The childminder offers a range of activities that children enjoy.
- The childminder is good at teaching children. He supports them to do things for themselves and take an active role in their self-care.
- Parents speak highly of the childminder. They say he has a 'wonderful way' with children and is very supportive. They appreciate his advice around child development and seek this when required.
- The childminder can accurately evaluate the quality of his teaching and suggest areas for continued improvement.

### It is not yet outstanding because:

- On occasion, the childminder misses opportunities to enhance children's thinking skills to the highest level.
- The childminder does not consistently offer a wide range of opportunities for children to extend their understanding of communities and traditions beyond their own.

## 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 extend children's thinking skills to the very highest level
- extend opportunities for children to learn about families, communities and traditions beyond their own.

### Inspection activities

- The inspector held discussions with the childminder to discuss children's learning, his professional development and plans for improvement.
- The inspector observed the childminder interacting with the children during activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector jointly evaluated the success of activities with the childminder.
- The inspector looked at a range of documentation, including children's individual learning records and the safeguarding policy and procedures.
- The inspector looked at written feedback provided by parents.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs and symptoms that may mean that a child is at risk from harm. He understands how to report any concerns he may have about a child's welfare. The childminder shows a good drive for improvement to offer the best service he can to children and their families. For example, he obtains parents' views about his setting through questionnaires and regular verbal feedback. The childminder uses research from his studies to inform his teaching practice. For instance, he researches theories about social interaction and applies these to his work with helping children to achieve their next steps in learning.

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

The childminder has a good understanding of how children learn. For example, he notices that children enjoy using real tools to 'fix' the toy tractors and bicycles outside. He plays with them well, such as when he shows them how to use different types of screwdrivers to turn the screws. Children show good levels of engagement and motivation as they complete this task. The childminder offers good opportunities for children to develop their hand-to-eye coordination, to help them develop early writing skills. He uses observation and assessment well to notice what children can do and plan for what they need to learn next. The childminder notices any areas where children are working below age-expected milestones and helps them to catch up with their peers. He shows a detailed understanding of his role in supporting children who have special educational needs and/or disabilities. The childminder is proactive in helping children and their parents to obtain professional support and advice, when required.

### Personal development, behaviour and welfare are good

The caring childminder helps children to settle into his care. For instance, he offers them 'settling sessions' where they visit for short periods at first to become comfortable in his home. Children settle quickly and are secure and confident. The childminder offers children plenty of opportunities to do things for themselves. He encourages them to 'have a go', for example, at peeling their own bananas and opening their raisin packets at snack time. The childminder offers children lots of opportunities for outdoor play and fresh air. They enjoy developing their coordination, for example, as they balance on the ride-on toys. The childminder works in partnership with staff at other settings that children attend. He shares important information about children's well-being and helps older children complete their homework.

### Outcomes for children are good

Children develop good communication and language skills. The childminder helps younger children to voice their wants and needs. They show a good awareness of numbers, counting and the names of colours for their ages. Children hold pens with control as they make marks and talk about what they are drawing. Children excitedly join in with number rhymes, jumping up and down and clapping their hands as the childminder helps them to sing about 'five little monkeys'. They show joy and pride, such as when he changes the words of the song to include their own names.

## Setting details

<b>Unique reference number</b>	EY318099
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10059638
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	12 June 2015

The childminder registered in 2005 and lives in Brampton, Suffolk. He operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 5. He receives funding to provide free early education for two-, three- and four-year-old children.

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