

# Childminder report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 18 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| 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

- Children benefit greatly from the childminder's enthusiastic approach to outdoor learning. They relish time in her garden daily, delight in exploring natural materials and learning about the world around them. Weekly visits to a pre-school group help to develop children's social skills as they mix with other adults and children.
- The childminder has a good understanding of how children learn through play and provides a welcoming and well-resourced learning environment. Children are inquisitive and active explorers. They make independent choices in their play and display good levels of confidence and self-esteem.
- The childminder has formed strong relationships with children. They positively thrive in her care. The childminder is an excellent role model, who teaches children to be kind and considerate towards each other and helps them to build friendships.
- The childminder uses effective methods to engage parents and keep them informed about their children's daily activities. She gathers detailed information at the start of the placement to help inform her initial assessments of children's progress. Parents comment very positively on the childminder's service and care for their children.

### It is not yet outstanding because:

- The childminder has not established an effective, ongoing exchange of information with other settings that children attend.
- At times, the childminder does not focus sharply enough on what children need to learn next to help them to make even better progress in their learning.

## What the setting needs to do to improve further

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

- strengthen information shared with other settings that children attend to further support consistency in their care and learning
- focus even more precisely on what children need to learn next to maximise their learning and to help them make even better progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures with her.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents provided through written testimonials.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is professional and well organised. She embraces many opportunities for professional development and uses any new knowledge or ideas she gains to benefit children. The childminder reflects on her practice effectively, taking account of the views of parents and children, and continues to improve the service she provides. Safeguarding is effective. The childminder knows the possible signs of abuse and understands wider issues surrounding child protection. She follows clear policies and procedures that underpin her good practice. The childminder is vigilant in her supervision of children and alert to potential risks. She continually teaches children to manage risks and understand the simple rules in place for their safety.

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

The childminder knows the children in her care very well. She fully encourages children to explore their learning environment and they remain constantly engaged and interested throughout the day. The childminder naturally holds conversations with the children, speaking clearly and introducing new vocabulary. She uses a good range of questions and encourages children to think. For example, she asks which way the wind might be blowing, when children play with bubbles outside on a windy day. The childminder enhances children's understanding of mathematics extremely well. For instance, she teaches children about numbers and how to count accurately, recognise shapes and colours and understand concepts of size while playing. Children develop good physical abilities and handle tools, such as hammers and tacks or writing materials with increasing control.

### Personal development, behaviour and welfare are good

Children clearly enjoy the company of the childminder. The childminder joins in play with enthusiasm and they laugh together and have fun. Children confidently interact with visitors and express what they enjoy playing with. The childminder constantly provides praise and encouragement to help children to recognise their achievement and boost their self-confidence. Children enjoy playing together and show consideration for others. The childminder encourages children to talk about their families and experiences to help them to learn about other people. Children enjoy physical activity. They confidently demonstrate their skills in climbing, swinging and running. They understand and adopt good hygiene routines, for example, washing their hands after using the toilet.

### Outcomes for children are good

Children learn key skills for their future education. They have a positive attitude to learning, eagerly engage in activities and show determination to achieve their goal. They make decisions, readily share their ideas and are confident to explore new experiences. Children develop very good levels of independence and self-care skills. For example, they find their lunch in the fridge, undo bags and containers and enjoy sociable mealtimes. They understand that print carries meaning, recognise their name and are beginning to make connections with sounds and letters to help to prepare them to read.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY537023  |
| <b>Local authority</b>             | Suffolk   |
| <b>Inspection number</b>           | 10067436  |
| <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>       | 3 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 8   |
| <b>Date of previous inspection</b> | Not applicable  |

The childminder registered in 2016. She operates all year round, from 8am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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