

# Childminder report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 2 October 2018    |
| Previous inspection date | 16 September 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 understands her responsibility to meet the statutory requirements. She monitors her practice, to work towards continuous improvement and ensure children receive a good-quality care and learning experience.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily, through both verbal communication and written records. Written testimonials from parents demonstrate the high regard they have for the childminder.
- The childminder knows the children in her care well. She talks confidently about their likes, dislikes and where they are in their learning and development. She takes this into account when planning for their next steps.
- The childminder monitors children's learning effectively to ensure that they are making good progress from their starting points. This helps to ensure that she identifies any emerging gaps in children's learning and provides appropriate support in a timely way.
- Children are helped to settle in this friendly and welcoming childminding setting. They develop close emotional attachments to the childminder and good friendships with each other. Children are helped to play in ways that are safe for themselves and others.

### It is not yet outstanding because:

- The childminder has not fully explored ways to promote opportunities for children to learn about people, festivals and customs beyond their immediate experience.

## What the setting needs to do to improve further

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

- build on the opportunities children have to develop an understanding and appreciation of different beliefs and ways of life.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

The childminder takes responsibility for her own professional development and keeping up to date with the latest legislation. She liaises with other childcare professionals to share good practice and implements changes to improve the outcomes for children. For example, she has revised how she plans for children's learning to ensure that it is fully meeting their individual needs. The childminder has addressed the recommendation set at her last inspection to a good level. She now has robust procedures for sharing information with others who provide care and learning for the children. She recognises the value of an effective two-way flow of information. Safeguarding is effective. The childminder has a good awareness of her responsibility to protect the welfare of the children in her care. She knows how to report child protection concerns.

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

The childminder plans a varied range of activities that builds on what they already know. For example, she supports children's developing awareness of colours by providing them with containers labelled with individual colours. She encourages children to sort coloured items into the matching container. Children are helped to learn colour names. The quality of interaction between the childminder and the children is good. She responds positively to the short concentration span of younger children and readily changes to another activity in response. The childminder promotes children's language and communication skills effectively. She responds well to the babbles and gestures of babies, mimicking conversations and introducing new vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.

### Personal development, behaviour and welfare are good

The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family, helping children to develop secure emotional attachments to the childminder. Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding, through her discussions with parents. She continues these, promoting continuity of care. The childminder sets clear, age-appropriate boundaries for the children and gently reminds them of these throughout the day. Children develop good manners and behave well. They respond positively to the childminder's high expectations. The childminder is a good role model. Children play well together and learn about the importance of respecting each other's needs and feelings.

### Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or school. They are motivated learners who readily lead their own play. Children develop their early writing skills and enjoy drawing and making marks. They join in with familiar songs and rhymes and learn about rhythm. Children explore the sounds musical instruments make. They readily follow instructions to play loudly and quietly. Children manage their own personal hygiene relevant to their age and stage of development.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 250650  |
| <b>Local authority</b>             | Suffolk   |
| <b>Inspection number</b>           | 10066136  |
| <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 - 11  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 9   |
| <b>Date of previous inspection</b> | 16 September 2015   |

The childminder registered in 1998 and lives in Long Melford, Suffolk. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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