

# Childminder report

<b>Inspection date</b>	29 October 2018
Previous inspection date	26 August 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 ambitious and well organised. She regularly reviews the quality of her service, using feedback from parents and children to shape her plans for improvement.
- The childminder offers children interesting experiences, which are relevant to everyday life. For example, children help the childminder to take her dog to the vet for a check-up and use a stethoscope to listen to its heartbeat. These experiences and the childminder's supportive commentary support children's language development, understanding of the world and their confidence to try new things.
- Children benefit from trips within the local community, including daily opportunities to be active in the outdoors. Children enjoy visiting the park and local woodlands, feeding ducks and visiting the farm. They learn safety rules and understand how to keep themselves safe.
- All children make consistently good levels of progress. They are motivated learners, eager to join in and explore materials and activities.
- Parents report being 'thrilled' with the care and variety of educational experiences that the childminder provides. They note how excited their children are to attend and how effective the communication is between the childminder and home.

### It is not yet outstanding because:

- The childminder does not gather enough information about children's capabilities during enrolment to enable precise planning for their learning from the very start.
- The childminder does not use information about children's progress effectively enough to offer more challenge that helps to raise their achievements to a higher level.

## What the setting needs to do to improve further

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

- gather more detailed information about what children can already do to plan precisely for their progress from the outset
- build on arrangements for monitoring all children's progress to identify where they need even more challenge to enable them to achieve at the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- 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 completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has a robust knowledge of child protection issues and understands the procedures for reporting any concerns she may have about a child's welfare. The arrangements for safeguarding are effective. The childminder regularly accesses professional development opportunities and seeks out additional training to help her meet the learning needs of individual children. For example, she undertakes speech and language training to help her to support the development of children's communication skills. The childminder builds strong relationships with parents and other settings that children attend. This supports continuity in children's care and learning.

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

The childminder knows the children in her care well. She uses her observations to make accurate assessments of children's learning and identify what their next steps are. She organises trips to activity groups to support children's social skills. The childminder plans interesting activities for children to explore. She follows children's interests to extend and build upon their learning. For example, the childminder adds more flour to a play dough activity as children show an interest in the marks made by dinosaur toys on the dusty surface. Children have plenty of opportunities to develop their physical skills. For example, they enjoy squashing, smoothing and making marks in play dough. The childminder skilfully introduces new words during play activities. She uses opportunities to comment on children's actions or to name unfamiliar items, such as insect toys. This supports children's communication skills and language development.

### Personal development, behaviour and welfare are good

The childminder has a nurturing and warm manner. Babies and older children form strong attachments with the childminder. They settle quickly and show they feel safe and secure in her care. Children explore emotions during play, talking about the expressions and feelings of different toys as well as themselves. Children's independence in self-care skills, such as toileting and effective handwashing is encouraged and supported sensitively. For example, the childminder praises children's small successes and builds on their skills until they have mastered a task. Children's achievements and creations are celebrated; for instance, each child has their own picture frame to showcase their art work. This supports children's self-esteem and shows their efforts are valued.

### Outcomes for children are good

Children develop key skills for their next stage in learning, such as nursery or school. They talk confidently about their experiences at home and past activities they have enjoyed during their time with the childminder. Children confidently invite others to join their play, including them and offering them a turn.

## Setting details

<b>Unique reference number</b>	EY233737
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066168
<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>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	26 August 2015

The childminder registered in 2003 and lives in Lowestoft, Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year- old children.

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