

Childminder report

Inspection date	19 November 2018
Previous inspection date	26 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a relaxed, homely environment where children develop a strong sense of belonging. She gets to know children well and provides activities based around their interests, to support their good progress. Outings, for example, to the local farm, other childminders' homes and local groups, help children to develop good social skills and learn about the local community and the world around them.
- The childminder's caring and nurturing approach helps children develop a close bond with her. She is attentive to their needs and children are happy and emotionally secure in their surroundings. The childminder teaches children to be kind, considerate, play cooperatively with friends and share resources.
- The childminder builds good relationships with parents. Parents comment positively on the childminder's care for their children, the family environment and how much they value her support and advice on childcare.
- Children's safety and welfare are given high priority. The childminder carries out robust checks every day to help ensure the premises are secure and equipment is safe. She supervises children very well and is alert to potential risks, such as children climbing on a low stool to reach the top of the tower they are building. Opportunities like this are used well to teach children safe practices.
- The childminder demonstrates a real passion for her role. She embraces opportunities for professional development and uses new knowledge or ideas she gains to benefit children. For example, she has introduced a 'wow' board to display photographs of children's achievements or artwork, so they can celebrate these with pride.

It is not yet outstanding because:

- The childminder does not fully consider the impact of background noise on children's ability to listen, speak and concentrate on their learning.
- The childminder does not gather enough information from parents about children's developmental starting points to help her plan for children's learning as well as possible from the beginning.

What the setting needs to do to improve further

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

- provide more support for children's developing ability to listen and concentrate
- gather more detailed information from parents about what their children know and can do on entry to the setting, to inform early activity planning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact that this had 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 spoke to parents during the inspection and viewed written testimonials, taking their views into account.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

The childminder is committed to providing children with the highest quality of care and learning experiences. She obtains feedback from parents and children to aid her in evaluating her work and making relevant improvements. The childminder undertakes online research and training, proactively seeking ways to ensure that she follows current guidelines. Safeguarding is effective. The childminder has a secure understanding of how to identify children at risk of harm and knows how to share concerns about children's welfare with appropriate agencies. She teaches children about the potential risks to their safety when using technology. Children have agreed their own rules on the appropriate use of technology in the setting. The childminder understands the need to work with other settings that children attend to support their learning and development.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop. She makes regular observations of children's progress to enable her to quickly identify any emerging gaps in learning. She works closely with parents to establish strategies to help support children's progress and, if necessary, to seek advice from professionals. The childminder's enthusiasm and sense of fun engages children's interest in activities and they are eager to join in. For example, children pretend to go on a bear hunt, copying the childminder's actions as they retell a familiar story. The childminder successfully encourages children to develop an interest in books. Children turn pages in their copy of the book while the childminder reads a story. They join in with key phrases and use puppets to act out a role. The childminder questions well to find out what children already know and continually extends their knowledge through conversation. She responds positively to emerging words, helping expand children's vocabulary. She threads mathematical language into play and encourages children to count and recognise colour and shape.

Personal development, behaviour and welfare are good

The childminder clearly enjoys the company of the children in her care. She constantly gives praise and encouragement to help children recognise their achievements and boost their self-confidence. Children's growing independence is supported well. For example, they confidently select toys they want to play with and help tidy away before lunch. The childminder works closely with parents to encourage children to eat a healthy diet. Children engage in a wide range of physical activities. They climb, slide, operate see-saws and ride wheeled toys outside. They also visit parks and soft-play centres and go for walks within the local area, which helps to develop their physical skills.

Outcomes for children are good

All children make good progress in their learning and development. They develop independence that will serve them well when they move on to school. For example, children learn to change their shoes and take care of their toileting needs. Children learn good social skills. They confidently make decisions and express their needs and ideas. Children have plenty of opportunities to develop their small-muscle skills in preparation for early writing. For instance, they operate toys, construct with bricks and handle pens and crayons with increasing control.

Setting details

Unique reference number	EY302001
Local authority	Suffolk
Inspection number	10066176
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	26 October 2015

The childminder registered in 2005 and lives in Lowestoft. She operates all year round from 6.30am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3.

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