

Childminder report

Inspection date	30 November 2018
Previous inspection date	14 July 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

This provision is good

- The childminder provides a warm, welcoming and friendly environment in which children are happy and feel safe. Children are confident to select what they want to do from a good range of resources that are appropriate to their needs and level of development.
- The childminder supports children's communication and language skills well. Children learn to use a wide range of vocabulary from an early age. The childminder talks to children and engages them in conversations about their interests, relevant to their age and understanding.
- Children settle quickly into the childminder's care. They build secure attachments to her and are confident to ask for help when needed. The childminder is caring towards children and praises them often for their achievements. This helps to boost children's self-esteem.
- The childminder understands how children learn and develop. Children show high levels of interest and engagement in the interesting learning opportunities that the childminder plans for them. The childminder enthusiastically joins in with children's play and seeks ways to challenge them further to enhance their learning.
- The childminder often asks children questions as they play. Sometimes, this distracts children from following their own thoughts and ideas.
- The childminder does not gather detailed information from parents about children's prior learning to help her to make precise assessments of children's starting points on entry.
- The childminder does not have a highly ambitious plan for her continuing professional development to continue the drive towards inspirational teaching.

What the setting needs to do to improve further

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

- question children skilfully, particularly when they are deeply involved in their own play ideas, so as not to disrupt their thinking processes
- gather detailed information from parents about children's capabilities on entry and use this information to identify children's precise starting points from which to continue their learning
- strengthen the programme for ongoing professional development and seek a diverse range of opportunities to enhance teaching skills to a high level.

Inspection activities

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe. She knows the signs that may indicate that a child is at risk of harm. The childminder is aware of how to report any concerns that she has about children's welfare. The childminder's premises are safe and secure. She regularly checks all areas of her premises to ensure any risks to children are minimised. The childminder follows good hygiene procedures, particularly in respect to the animals that she keeps, so that children's good health and hygiene is assured. The childminder reviews her practice and shares her policies and procedures with parents to keep them fully informed about how her setting is run. She works closely with parents to meet children's care needs and to help children to become familiar with routines. Children go on visits in the local community to help widen their range of experiences. They build their confidence in different social situations.

Quality of teaching, learning and assessment is good

The childminder communicates well with parents. She keeps them informed about children's daily experiences and supports them to continue their children's learning at home. Parents comment positively about the progress that children make while in the childminder's care. The childminder regularly assesses children's level of development to ensure that activities are targeted to their individual needs and supports their continued good progress. The childminder successfully promotes children's learning in all areas. Children use resources imaginatively to recreate familiar scenes from home. They pretend to make drinks and serve food. The childminder comments on what they do. She encourages children to count objects and identify colours. Younger children share books with the childminder. They listen to the childminder and point to the objects that she names. They turn the pages and are confident to name food items that they see.

Personal development, behaviour and welfare are good

The childminder teaches children to use good manners from a young age. They learn to play cooperatively with others and to share resources. Children listen to the childminder and follow her rules and boundaries. They help to tidy away toys when they have finished playing. They begin to understand that some toys are theirs and some toys belong to others. The childminder is a good role model. She is kind and caring. Children learn from the childminder. They show care and kindness when playing with dolls. They are gentle with the dolls and pretend to soothe them. The childminder promotes healthy eating and encourages children to drink water often to stay hydrated. Children have regular opportunities to develop their physical skills and play in the fresh air. They visit parks and use large-play equipment to climb and swing.

Outcomes for children are good

Children make good progress in their learning. Some children show advanced skills for their age. They are eager and motivated learners who enjoy having a go at a wide range of learning opportunities. Children are confident communicators. They confidently talk about their lives outside of the setting. Children develop important skills and are suitably prepared to move onto the next stage in their learning, such as school.

Setting details

Unique reference number	EY297858
Local authority	Suffolk
Inspection number	10066174
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	5
Date of previous inspection	14 July 2015

The childminder registered in 2004 and lives in Risby, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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