

Childminder report

Inspection date	3 December 2018
Previous inspection date	30 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good and at times outstanding. Children's learning about nature and the world around them is extremely well promoted through outings and visits, including to the zoo, beach, woodland and farm. Children collect natural materials, such as sticks and leaves, which they explore, investigate and use during creative activities. They help care for the childminder's rabbits and chickens and use eggs they collect from the coop for cooking activities.
- Children's emotional well-being is at the heart of all that the childminder does. Children build extremely secure attachments with the childminder, who is highly responsive to their needs. Children are extremely happy and flourish in her care. They spontaneously show kindness to others, share resources and build secure friendships.
- The childminder demonstrates a real passion for her role. She provides a very child centred, stimulating and well-resourced environment. Children develop a strong sense of belonging. She thoughtfully displays photographs and children's artwork on the walls. Children are confident, self-assured and highly independent in their self-care.
- The well-qualified childminder works very closely with a co-childminder. They share skills and knowledge to help them to develop the provision and to support each other's practice continually. The childminder is proactive in seeking professional development opportunities, targeting training to enhance the experiences of children and families who attend. She thinks creatively and introduces a wide and interesting range of purposeful play and learning opportunities, so children make good progress.
- The childminder's excellent partnerships with parents significantly enhance children's learning. She shares a wide range of information and enables parents to become highly involved in their children's learning. Parents value the childminder's professionalism, her caring approach and the range of educational activities and outings that she offers children to help them enjoy learning.
- The childminder does not always use the most effective questioning techniques to support children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further to better support children's thinking and problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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, her co-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 thoroughly implements the setting's policies and procedures to promote children's safety and welfare. Safeguarding is effective. The childminder attends training and has a current knowledge of safeguarding procedures. She knows the signs that may indicate a child is at risk of harm and how to report any concerns about children's welfare. Children's safety is a priority. The childminder maintains a safe environment, supervises children well and teaches them how to keep themselves safe. For example, she picks up dressing up clothes from the floor, explaining to children that they might trip and fall.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop. She gets to know the children very well, making frequent observations and accurate assessments of what they can do. This enables her to plan activities around children's interests that build on their knowledge and skills. The childminder recognises when children's communication and language development does not meet expectations. She takes swift action to work with parents and professionals to help children receive extra support. She talks to children constantly, supports pronunciation of words and extends their vocabulary during play. Children enthusiastically join in the interesting opportunities that the childminder plans for them. For instance, they create their own 'stick man', copying one made by the childminder and confidently retell this familiar story. The childminder encourages children to 'have a go' at tasks for themselves. Children respond positively and successfully achieve what they set out to do.

Personal development, behaviour and welfare are outstanding

Children are happy, supremely confident and positively thrive in the setting. The childminder's settling-in arrangements are highly successful in ensuring that they can provide excellent continuity in children's care. Children confidently make choices about what they would like to do and enjoy the responsibility of helping to tidy away toys. Children learn from the childminder's kind, caring and friendly nature. They abide to the rules without hesitation. The childminder understands the importance of engaging children with the wider community. They attend groups, enabling them to develop excellent social skills. The childminder enhances children's good health through plenty of outdoor play and exercise. Children independently follow excellent hygiene procedures, experience sociable mealtimes and demonstrate an excellent understanding of the importance of eating healthy foods.

Outcomes for children are good

Children have a positive attitude to learning and develop the key skills needed for the next stage of their learning. They are confident communicators, listen well and follow simple instructions. They have the practical skills they need, such as independently dressing themselves. Children recognise shapes and colours and show their increasing confidence in using numbers. Their early literacy skills are developing well. They participate in activities about letters and the sounds and use some clearly identifiable letters when writing their name on artwork.

Setting details

Unique reference number	EY349332
Local authority	Suffolk
Inspection number	10072023
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	17
Date of previous inspection	30 July 2015

The childminder registered in 2007. She operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 5. The childminder works with a co-childminder. She provides funded early education for two-, three- and four-year-old children.

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