

# Childminder report

<b>Inspection date</b>	14 January 2019
Previous inspection date	18 December 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

### This provision is good

- The childminder is reflective and seeks feedback from parents. She regularly reviews assessments of children's progress and uses this information to make changes that drive further improvements.
- The childminder teaches children how to use digital home technology to play music. Children enjoy exploring musical instruments and dancing to songs. Older children dance with ribbon wands. Younger children stomp and shake maracas.
- The childminder encourages children to practise being independent. Older children take themselves to the toilet, wash their hands well and dress themselves to go outside. Babies learn to feed themselves and wipe their own faces.
- Children enjoy accessing the secure garden and visiting local woods. They have good opportunities to develop their physical skills, explore and take risks in their play. For example, children use a climbing frame and bars with confidence. The childminder supports young children to master climbing small steps to a slide.
- Parents are happy with the quality of care and education their children receive during their time with the childminder. They appreciate the variety of activities, trips and experiences the childminder provides. Parents comment on the progress of their children and how they enjoy attending.
- The childminder does not fully support all children to develop a positive attitude to healthy eating.
- The childminder supports children in learning good road safety behaviours, but children's understanding of how to respond in an emergency evacuation is not as well developed.

## What the setting needs to do to improve further

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

- enhance opportunities for children to develop a positive attitude and increased awareness of healthy eating
- increase opportunities for children to practise emergency evacuation, to develop their familiarity and confidence with the procedure and to help them learn to keep themselves safe.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed 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 to children 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 arrangements for safeguarding are effective. The childminder has a good understanding of child protection and is able to recognise the signs that may indicate a child is at risk from harm. She knows how to refer any concerns she may have about children's welfare. The childminder uses training courses and local childminding networks to continue her professional development and learn new skills or approaches. For example, she attends training to support children with special educational needs and/or disabilities. This has a positive effect on children's experiences in her care. The childminder shares regular updates of children's learning with parents, including progress check reports, through an online system. She values parents as contributors and encourages them to add to their children's learning records with photographs from home.

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

The childminder makes accurate assessments of children's learning and development. She provides a variety of activities, which provide opportunities for children to achieve their next steps in learning. This helps children to progress well. Older children demonstrate concentration in their learning and play experiences. For example, they spend time carefully sorting and counting different fruits for a mathematical game. Younger children explore filling and emptying cups of cotton balls. The childminder promotes children's enjoyment of books and their developing literacy skills well. She reads books in an engaging way, drawing children's attention to key pictures and encouraging them to join in with repeated phrases. For example, older children say 'you can't catch me, I'm the gingerbread man!' at appropriate times. The childminder supports younger children to name animals and objects in familiar books. This helps to build their vocabulary and supports their language skills.

### Personal development, behaviour and welfare are good

The childminder recognises when children are ready for a bigger challenge in their learning and provides activities to meet this need. She praises their efforts and their achievements. This supports children's continuing development and promotes their self-esteem. Children make choices about what they would like to do next. The childminder provides smaller choices to help younger children and babies to make decisions too. Children listen carefully to the childminder. They follow directions and understand key rules, such as having to tidy away large toys before getting new ones out. Children are independent. They take responsibility for small tasks, such as peeling and chopping their own banana at snack time. Children show pride in helping to tidy up.

### Outcomes for children are good

Children make good progress from their starting points. They are motivated learners who are keen to try activities. Children begin to recognise key letters, such as the ones in their name. Children develop their mathematical skills. They recognise different colours and count with confidence. Children are well prepared for their next stage in learning, for example at nursery or school.

## Setting details

<b>Unique reference number</b>	EY415694
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072037
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	18 December 2015

The childminder registered in 2010 and lives in Lowestoft, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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