

Childminder report

Inspection date	24 January 2019
Previous inspection date	2 December 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 is committed to the provision of a good-quality care and learning experiences for all children. She reflects on the service that she provides to ensure that she continues to offer a good standard of care and learning to children.
- The childminder has established effective partnerships with other settings that children attend. There is a successful two-way flow of information that helps ensure children's individual needs are identified and addressed.
- The childminder supports the development of children's speech and language well. She actively encourages their developing vocabulary and understanding. Younger children are encouraged as they babble and attempt to say individual words.
- The childminder knows the children well. She builds on what children already know and promotes the next steps in their learning and development.
- Children build close emotional bonds with the childminder. They are happy and settled in this friendly and welcoming childminding setting.
- There are too few opportunities for children to access toys and resources independently as they play and explore.
- The childminder does not always support children's developing awareness of the importance of good hygiene practices.

What the setting needs to do to improve further

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

- build on opportunities that children have to explore, select and use toys and resources independently
- reinforce children's growing awareness of the importance of good hygiene practices more consistently.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder. She also discussed the childminder's self-evaluation.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The childminder maintains mandatory training, such as safeguarding. She has a good understanding of her responsibilities regarding child protection. She is aware of the indicators of abuse and knows how to report concerns in line with local safeguarding children board processes. Safeguarding is effective. The childminder reflects on the activities she has carried out with the children and the quality of teaching and learning. Children make good progress from their starting points. The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily, through both verbal communication and written records.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group of children she is working with. She plans interesting activities that meet children's individual play and learning needs. For example, she considers children's interest in exploring texture by providing paint for them to experience. Children use the brush and their fingers to explore the texture of the paint and to make marks. The childminder is actively engaged in the children's play. She seizes opportunities to extend the children's learning, such as counting as the children take a small play-figure up the steps of a toy slide. The childminder provides a running commentary about what children are doing to help support their developing communication and understanding.

Personal development, behaviour and welfare are good

Children establish close, caring relationships with the childminder. They readily go to her for cuddles and support as they play and learn. The childminder knows about children's home lives and talks to them about their families, significantly enhancing their sense of belonging. She helps children learn right from wrong and play harmoniously together. She sets clear, age-appropriate boundaries for the children and gently reminds children of these throughout the day. The childminder takes account of the children's age and level of understanding when managing unwanted behaviour. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being.

Outcomes for children are good

Children make good progress in their learning and develop the foundations for future learning, such as when they move on to nursery or school. They are confident and motivated learners. Children have daily opportunities for outings into the local community. The childminder takes them to local toddler groups and other community facilities. She meets regularly with other childminders and the children they care for. Children develop good friendships with others.

Setting details

Unique reference number	EY303317
Local authority	Suffolk
Inspection number	10066177
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	2 December 2015

The childminder registered in 2005 and lives in Bury St Edmunds. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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