

# Childminder report

<b>Inspection date</b>	22 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**

- Children enjoy their time with the childminder. They become confident at communicating their needs and wishes. Children learn to ask the childminder for help and support when needed.
- The qualified childminder is an excellent role model for children. She consistently encourages sharing, kind behaviour and turn taking. The childminder regularly praises children for their efforts and achievements. As a result, even young children show very positive behaviour towards each other.
- Children gain strong communication skills because the childminder promotes their understanding and introduces new words throughout the day. The childminder has lots of conversations with the children and she talks to them about what she and they are doing. This helps to develop their speaking and listening skills, as well as their vocabulary.
- The childminder provides a wide variety of interesting activities for children. She regularly takes them on outings, for example to a physical play gym-style group and to the beach. This helps children to feel part of their local community.
- Partnerships with parents are effective. The childminder finds out from parents about children's levels of development when they first start. This helps her to identify what to begin to teach the children. The childminder exchanges information about children's care and activities with parents every day.
- The childminder does not consistently notice children's individual preoccupations during their play. This results in her occasionally missing chances to fully support their learning.
- Children do not consistently have access to inviting opportunities to experiment with making marks and build on their early writing skills.

## What the setting needs to do to improve further

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

- observe children more closely during their play to be able to teach more responsively, according to their emerging interests, to promote faster progress in their learning
- find ways to make inviting mark-making experiences more freely available for children so they have rich opportunities to practise their early writing skills spontaneously.

### Inspection activities

- The inspector observed activities in the childminder's home and garden where children play and viewed all areas of the home used for childminding.
- The inspector observed a planned activity and evaluated the quality of teaching with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a range of other documentation, including evidence of the childminder's qualifications, her suitability and the suitability of other household members.
- The inspector took account of the views of parents through reading their written testimonials.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to recognise and respond to the signs and symptoms of abuse or neglect. She also has a good understanding of wider safeguarding issues. The childminder places a high importance on her professional development. She widely researches about childcare practice and takes an active part in her local childminder's network. These activities support her to continuously improve her practice. The safety and well-being of children are very important to the childminder. She follows recent guidance about safety issues and shares it with parents. For example, the childminder writes in her newsletter to parents that young children should not wear outdoor coats in their car seats. The childminder diligently maintains the records she keeps about children.

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

The childminder regularly assesses where children are in their learning. She completes detailed assessments to share with other professionals, such as health visitors. The childminder plans activities that help to promote children's learning and development. She provides young children with sensory activities that they enjoy, such as sand and water play. The childminder has high expectations of what children can achieve. For example, she explains concepts, such as how ice melts. During the inspection, she provided an activity with toy animals frozen in ice for them to play with. The childminder supplied warm water for children to help the melting process along. She reinforced their learning by reading them books on a similar theme. The childminder supports children's physical development. She encourages them to use items, such as plastic tweezers and kitchen tongs, knowing that this helps to develop children's grips ready for learning to write.

### Personal development, behaviour and welfare are good

The childminder is an excellent role model for children. She talks to children about how they feel and this helps them to start to recognise and manage their own emotions. Children form excellent bonds with the childminder. They make friendships with the other children in her care and they play harmoniously alongside each other. The childminder arranges her home thoughtfully. She makes several toys and resources available to children at their own level. There is also a range of other resources available in the childminder's cupboard that children can request to get out. Children are physically active and they play outside every day. This helps to lay the foundations for a healthy lifestyle.

### Outcomes for children are good

Children work comfortably within the range of development typical for their age. They are beginning to make particularly good progress in their speech and language development. For example, a young child commented at snack time that the breadstick they were eating felt 'crunchy in their mouth'. Children choose and agree together what fruit they would like to eat as part of their snack. They follow simple instructions well, including tidying up or going to fetch their shoes when they get ready to go outside. Children are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY435762
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072046
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	18 December 2015

The childminder registered in 2011. She operates all year round, from 7.45am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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