

Childminder report

Inspection date	31 January 2019
Previous inspection date	27 June 2016

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 relaxed, homely environment. She knows the children well, provides activities that capture their interest and help them develop new skills. Children are keen and eager to learn. They show good levels of concentration and are unafraid to 'have a go' when they find something challenging. The childminder makes good use of outings, including the beach, parks and woods, to provide additional learning opportunities and children fondly recall these experiences.
- The childminder has established strong bonds with the children and their families. She regularly exchanges information with parents about their children's progress. Parents comment how much they value the childminder's caring approach and the range of educational activities and outings she offers to help children enjoy their learning.
- The childminder promotes children's positive behaviour very well. She constantly praises children's efforts and fosters their emotional well-being. Children behave well and develop respect for others. They build friendships, play nicely together, share toys and communicate effectively with each other as they play.
- Children are cared for in a safe and secure environment. The childminder checks the environment daily to ensure it remains a safe place for children to play in. She uses outings as good opportunities to teach children how to keep themselves safe. For example, they hold her hand while walking and understand that they need to sit in age-appropriate car seats while traveling.
- At times, the childminder does not focus sharply enough on what children need learn next, to help them make even better progress in their learning.
- The childminder does not make the most of opportunities to share information about children's achievements and levels of learning with other early years settings they attend, to complement children's learning experiences.

What the setting needs to do to improve further

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

- focus more precisely on what children need to learn next to maximise their learning and to help them make even better progress
- extend the methods of sharing information with other early years settings children attend, to help complement their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact that this has 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 and other household members.
- The inspector took account of the views of parents provided through the childminder's own parental survey.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her duty to protect children. She has a secure knowledge of how to identify and report safeguarding concerns about children to relevant agencies. She has updated her policies to reflect current guidance. Policies and information about how she runs her setting are shared with parents, which provides them with the reassurance that children are safe and well cared for. The childminder aspires to improve and reflects on her practice and provision well. She gains the views of parents and children to help guide improvements and maintain positive outcomes for children.

Quality of teaching, learning and assessment is good

The qualified childminder has a secure understanding of the age group that she is working with. She uses conversation as a powerful tool to aid children's learning. For example, she skilfully questions children to help them recall previous experiences and learning at the beach. She extends vocabulary well as she introduces and explains the meaning of new words while children play. The childminder gets down to the children's level and joins their play with enthusiasm and interest. Children happily explore and find items hidden in the tray of coloured rice. They enjoy the challenge of trying to pick up and transport small items with tweezers. The childminder skilfully threads mathematical language, counting and colour recognition throughout activities. Children interested in role play develop their creativity and imagination as, for example, they pretend to cook tea for their friends. They operate electronic toys with skill and enjoy exploring how things work.

Personal development, behaviour and welfare are good

The childminder helps children to feel confident, independent and self-assured. She is very attentive to their needs, meaning that children are happy, settled and emotionally secure in their surroundings. The childminder is a good role model for children, treating them as individuals and with respect. She plans activities that help children develop an awareness of the world around them. Children learn about festivals from cultures other than their own through, for example art, craft and cooking activities. The childminder supports children's good health well. She offers children a choice of healthy foods at lunchtime and encourages them to drink water. The childminder encourages children's independence. For example, they wash their hands and make their own sandwich at lunchtime. Children benefit from regular access to fresh air and exercise.

Outcomes for children are good

Children make good progress. They develop strong foundations for future learning, including the move to school. Children are confident and articulate speakers. They ask questions, share their own thoughts and confidently make decisions about what they would like to do. Children have plenty of opportunities to develop their small-muscle skills in preparation for early writing. They learn to recognise words, such as their name, and understand that print carries meaning. Children learn to solve problems and think critically during their play. For example, working out how to build a track to run their marbles down successfully.

Setting details

Unique reference number	251374
Local authority	Suffolk
Inspection number	10072651
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 June 2016

The childminder registered in 1995. 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 3. She provides funded early education for two-, three- and four-year-old children.

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