

# Childminder report

<b>Inspection date</b>	14 February 2019
Previous inspection date	12 July 2016

<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 committed to providing a good-quality care and learning experience for all children. She organises her provision well and reflects daily on what she does with the children. She considers the activities she has carried out with them, whether they have met children's needs and any changes that are needed for the future.
- The childminder is well qualified. She completes relevant training courses to further her own professional development. She uses what she has learnt to improve her practice and promote better outcomes for children. For example, she completed training in communication and language to ensure that she is providing children with the best possible support in this area.
- The childminder knows the children well and understands where they are in their development. She uses this information effectively to plan for the next steps in their learning and build on what they already know. Children are provided with activities that are varied and interesting. They make good progress.
- The childminder ensures that equality and inclusion are at the heart of everything that she does with the children. She ensures that all children are able to participate in activities at their own level. Children are happy and settled.
- The childminder does not consistently encourage parents to continue to share what they know about their child. They are not fully supported to remain involved in their child's learning and contribute to their continuing progress.
- The childminder does not fully promote children's developing ability to concentrate. She does not keep background distractions, such as the television, to a minimum.

## What the setting needs to do to improve further

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

- focus more closely on encouraging parents to continue to share what they know about their children's learning and development at home, to contribute to children's learning in the setting
- keep background noise to a minimum, to support the development of children's concentration skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has 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.
- The inspector took account of written questionnaires completed by parents.

#### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her duty to protect children's well-being. She takes responsibility for keeping up to date with latest legislation and good practice guidance. The childminder liaises with other childcare professionals to share good practice. Written testimonials from parents demonstrate the high regard they have for the childminder. They appreciate that she is flexible to their changing childcare needs. Parents state that the childminder is reliable and approachable. She keeps them informed about their children's day through written information and verbal feedback. The childminder is aware of the importance of establishing partnerships with other settings that children attend to ensure that children's individual needs are met.

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

The childminder is led by what children want to do. She responds positively to their short concentration spans, readily moving onto another activity. For example, when children tire of a planned activity to celebrate St Valentine's Day, the childminder suggests that they tidy it away and do something else. Children enjoy using the construction bricks and the childminder adapts the activity well to ensure that all children can take part. She extends the activity for older children to include talking about the number of bricks used, colours and positional language such as 'in front' and 'behind'. The childminder supports children's communication and language skills well. She listens to what children say and responds proactively to the gestures and babbles of younger children. She repeats words back to children and engages them in simple conversations. Children become confident communicators.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being effectively. She provides a welcoming care and learning environment. Children build close emotional bonds 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. The childminder has clear and consistent boundaries for children's behaviour. Children are helped to play in ways that are safe for themselves and others. For example, when they have finished playing with a toy, they are reminded to tidy it away so that others do not trip over it. The childminder is calm, gentle and builds children's self-esteem effectively.

### Outcomes for children are good

Children build a good foundation for their future learning, such as moving on to nursery or school. They are enthusiastic and motivated learners who readily lead their own play. Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans regular outings. Children learn about their local community and people beyond their immediate experience. They manage their personal hygiene needs relevant to their age and stage of development.

## Setting details

<b>Unique reference number</b>	EY330666
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073639
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 July 2016

The childminder registered in 2006 and lives in Bury St Edmunds. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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