

Childminder report

Inspection date	5 March 2019
Previous inspection date	22 February 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 is committed to continuous improvement. She has taken effective steps to address the recommendations set at her last inspection. For example, she has reviewed her teaching to ensure that she supports children's thinking skills as they play and learn.
- The childminder demonstrates friendly and trusting relationships with parents. She keeps them informed about their children's day through written information and daily verbal feedback.
- The childminder knows children well and understands where they are in their learning and development. She successfully uses this information to plan for their continuing progress.
- The childminder sets clear and consistent boundaries for children. She gently reminds children to use 'please' and 'thank you'. Children respond well to the childminder's high expectations. Their individual efforts are given meaningful praise, promoting their self-esteem and confidence.
- The childminder fosters children's emotional well-being effectively. Children are exceptionally secure in their relationships with her. They readily go to her for cuddles and to share their play and learning.
- The childminder does not persevere in her efforts to build and maintain partnerships with others who provide care and learning for children, in order to maintain an effective two-way flow of information.
- The childminder sometimes becomes distracted with routine daily activities and misses opportunities to keep children fully occupied and engaged.

What the setting needs to do to improve further

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

- explore further ways to build and maintain partnerships with others who provide care and learning for children
- focus more closely on consistently maintaining good levels of interaction with children during routine housekeeping activities.

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.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The childminder reflects on the service that she provides and takes responsibility for keeping up to date with latest legislation and good practice guidance. She liaises with other childcare professionals to share good practice and completes relevant training courses to support her in improving outcomes for children. For example, following training in caring for two-year-old children, the childminder provides children with everyday resources, such as brushes, wooden spoons and ribbons. This helps to support their natural instincts to discover and explore. Safeguarding is effective. The childminder has a good awareness of the indicators of abuse and knows how to report concerns. She understands how to recognise when children or families are at risk of being drawn into extreme behaviours or views.

Quality of teaching, learning and assessment is good

The childminder provides a varied range of toys and resources that children access readily. Children enjoy role play and pretend to cook in the role-play kitchen. Older children readily recall the ingredients they would need to bake a cake. The childminder is engaged in children's play and is good at including all children in adult-led activities. She ensures that they can participate at their own level. For example, when she leads an activity using play dough, she encourages younger children to explore the texture of it. Older children are helped to create recognisable things, such as people. The childminder is led by what children want to do. She recognises when younger children tire of an activity and readily moves on to another.

Personal development, behaviour and welfare are good

The childminder builds close emotional bonds with children. They are happy and settled in this friendly and welcoming childminding setting. The childminder knows about children's home lives and talks to them about their families, enhancing their sense of belonging. She finds out about children's individual routines for sleeping and feeding through her discussions with parents. She follows these, promoting continuity of care. Children have daily opportunities for exercise and fresh air. This helps to promote their good health and physical well-being. Parents state that they are happy with the service provided. They particularly appreciate that they are able to ask the childminder for advice and guidance. She supports them with child-rearing practices, such as how to manage unwanted behaviour.

Outcomes for children are good

Children are motivated and confident learners who readily lead their own play. They count the number of pretend biscuits on the plate as they play in the role-play kitchen. Older children understand that print carries meaning. They confidently ask the childminder to read the label on their yoghurt pot. Children manage their personal hygiene, relevant to their age and stage of development. The childminder monitors children's learning. She knows what she needs to do to support their continuing progress and readiness for school.

Setting details

Unique reference number	251025
Local authority	Suffolk
Inspection number	10072645
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 February 2016

The childminder registered in 1999 and lives in Bury St. Edmunds. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. Childcare outside of these hours is available by arrangement, along with care on bank holidays. The childminder holds an appropriate qualification at level 3.

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