

Childminder report

Inspection date	19 March 2019
Previous inspection date	13 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 works closely with her assistant. They know the children very well and provide activities based around children's interests, to support their good progress. Outings, for example, to the farm, wildlife park and rides on the train or bus, are effectively used to extend children's learning experiences and teach them about the world around them.
- The childminder provides a homely, child-centred environment where children develop a strong sense of belonging. Children confidently select what they would like to do and happily engage in concentrated play. Photographs of children are thoughtfully displayed, prompting children to talk about the experiences and activities they have enjoyed.
- The childminder and her assistant establish strong bonds with children and their families. They regularly exchange information with parents about their children's progress. Parents are very complimentary about the care their children receive, the interesting learning activities provided and the progress they can see their children making.
- The childminder and her assistant's caring and nurturing approach helps children to develop secure attachments. They are good role models and provide meaningful praise for children's efforts and achievements. Children learn to be kind, helpful and polite. Friendships are developing, and children play harmoniously.
- The childminder has well-established links with the local nursery and primary school. She is highly effective in supporting children to make a smooth transition to school. The childminder frequently shares information with teaching staff about children's progress, which creates a consistent and complementary approach to their learning.
- The childminder does not consistently focus on promoting individual children's next steps in learning to help them make more rapid progress.
- The childminder does not fully promote children's ability to listen, speak and concentrate, as she does not consider the impact of background noise on their learning.

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 individual children's next steps in learning during activities, so that they are challenged at a higher level to make more rapid progress
- provide more support for children's developing ability to listen and concentrate when adults are speaking.

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, assistant 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, her assistant and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

The qualified and experienced childminder is committed to providing high-quality care and education for all children. She, and her assistant, value professional development, attend training and meet regularly with other childminders to share good practice. Together, they reflect on their provision and identify ways to make improvements, such as gathering more detailed information from parents when children first start. This helps to ensure that they plan activities children enjoy, helping them to settle. Safeguarding is effective. The childminder and her assistant complete relevant training and understand their duty to protect children. They supervise children well and ensure the home is safe and secure.

Quality of teaching, learning and assessment is good

The childminder has a secure understanding of the age group she is working with. She discusses with her assistant how children are developing and monitors children's progress effectively. The childminder and her assistant interact well with children, join in their play and extend children's knowledge through conversations. Children are supported and encouraged to keep trying when they find something challenging, and are proud of their achievements. The childminder and her assistant help children practise their early numeracy skills. For example, they encourage children to count, and recognise numerals, shapes and colours during activities. Children enjoy opportunities to make marks with crayons, developing skills for early writing. They take part in many creative activities, handling tools, such as glue sticks, with increasing control and coordination.

Personal development, behaviour and welfare are good

Children are happy, very confident and positively thrive in the setting. Settling-in arrangements are highly successful, ensuring the childminder and her assistant can provide continuity in care, and children settle quickly. The childminder and her assistant respond swiftly to the subtle changes in children's moods, such as offering a cuddle when children are quiet. They listen and act on what children say, helping them feel valued and respected. Children's good health is supported well. The childminder arranges play and activities around younger children's routines. She supports them to have rests and sleep as needed. Children are physically active and enjoy time in the garden or visits to the local park. The childminder makes sure that children's meals are healthy. Children eat together so mealtimes are a social occasion.

Outcomes for children are good

Children learn key skills for their future education. They develop good social skills, confidently interact with visitors and express what they like to do. Children learn to be confident and capable when doing tasks for themselves. They are imaginative and learn to problem solve. For example, they use their own ideas to create a boat from blocks, working out which pieces fit together. Children understand that print carries meaning, recognise their name and are beginning to make connections between sounds and letters to help prepare them to read.

Setting details

Unique reference number	251323
Local authority	Suffolk
Inspection number	10072650
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	23
Date of previous inspection	13 June 2016

The childminder registered in 1998. She works with an assistant. The childminder 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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