

Childminder report

Inspection date	2 April 2019
Previous inspection date	25 November 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder demonstrates extensive understanding about how children learn and develop. She is extremely knowledgeable about her responsibilities, with regards to ensuring children remain safe and well in her care.
- The childminder is committed to continuously improving and developing her practice, to raise the quality of her provision to an extremely high standard. She involves parents, carers and others in her review process, seeks appropriate training to help her to raise her teaching even higher and evaluates all aspects of her provision effectively.
- The childminder has extremely effective partnerships with parents and other agencies. For example, she works closely with speech and language therapists to help to close any gaps in the development of children with delayed speech. She seeks support from the local authority to ensure that she has a consistently current understanding of the local provision for children with special educational needs and/or disabilities (SEND).
- Children are extremely settled, confident and comfortable in the childminder's care. They make choices over their play and learning from the extensive range of resources presented on easily accessible storage units in the childminder's playroom.
- The childminder is resourceful and often makes her own games and resources to further extend children's interests and learning.
- Children articulate their feelings well. They chat confidently with the childminder and enjoy the interaction they receive from her. The childminder uses clear and effective questioning techniques to extend children's thinking and to encourage them consider ways of solving problems in their play.
- Children are extremely engaged and motivated to learn. They remain interested in activities for prolonged periods of time. The childminder remains close by and observes their play. She demonstrates a superb understanding of when to interact to help children to get the best learning experiences from the activity.

What the setting needs to do to improve further

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

- continue to develop the already superb links with other settings that children attend to ensure a regular two-way flow of information, to strengthen partnership working even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Lynn Hughes

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder is extremely knowledgeable about the known indicators that might suggest that children are unsafe or their welfare is being compromised. The childminder regularly updates her safeguarding knowledge through research and effective training. The childminder has effective arrangements in place for risk assessing her home and all outings that children participate in. Where children attend more than one setting, the childminder has extremely effective procedures for working in partnership with the key persons from those provisions. However, she has yet to fully extend these links to all early years settings that children attend to strengthen these partnerships even further.

Quality of teaching, learning and assessment is outstanding

The childminder uses her expert knowledge of how children learn and develop to observe, assess and monitor their progress effectively. She makes extremely good use of the information she knows about each child to plan a wide range of challenging, stimulating and exciting activities. Children explore mathematical concepts as they use a selection of cardboard tubes and estimate whether the range of toy cars will fit in the tubes. The game is further extended when they place the tubes together to make a very long tunnel and even further when they place the plastic box at the end to catch the cars in. Children know that the car will travel quicker if one end of the tube is raised. Children's imaginative play is extended through the exciting resources available to them, such as a large wooden camper van. The childminder explains how children use this to be their fire engine, police car, ice cream van and a wide range of other vehicles. The childminder facilitates this play by providing additional resources and equipment to help children to extend their game even further.

Personal development, behaviour and welfare are outstanding

Children are extremely confident and move around the areas of the childminder's home with ease. They approach the childminder for cuddles, which she gives them willingly. Children understand the childminder's rules and know the routines she introduces to maintain their health and well-being. For example, they confidently go to the bathroom and wash their hands before eating. They know which colour towel is theirs to dry their hands on. Children enjoy healthy meals and snacks during their day with the childminder. All children's dietary needs and allergies are managed extremely well by the knowledgeable childminder. Children enjoy learning in an outdoor environment. They have regular access to the childminder's garden and also visit parks and playgrounds, where they use a range of equipment to help to develop their physical skills.

Outcomes for children are outstanding

All children, including those with SEND, make very good progress from their starting points. They are well prepared for their next stage of learning, including going to school. Children enthusiastically participate in activities to help them to consider sounds and letters and confidently name words that begin with each letter. They extend this game by finding toys that also begin with the same letter.

Setting details

Unique reference number	250661
Local authority	Suffolk
Inspection number	10066137
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 November 2015

The childminder registered in 2000 and lives in Suffolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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