

Childminder report

Inspection date	12 April 2019
Previous inspection date	15 April 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 demonstrates pride, dedication and commitment to providing high-quality care for children and their families. She is forward-thinking and seeks to continually improve her service. The childminder makes changes based on information gathered from monitoring children's progress and feedback from parents.
- The childminder creates a warm, calm environment for children. For example, she uses soft lighting and carefully arranged furniture to help provide a cosy atmosphere.
- Children make good progress from their starting points and develop skills for their next stage in learning, such as school. They become confident communicators who are keen to share their ideas and describe what they are doing.
- The childminder supports children's understanding of mathematical concepts well. She encourages young children to explore 'empty', 'full' and 'more' as they make musical instruments with pasta.
- Parents sing the praises of the childminder and her assistant. They comment on the variety of activities and how their children have 'flourished' during their time in her care. Parents appreciate the support the childminder provides to promote their children's development.
- The childminder encourages children to be kind to each other and to think of others. For instance, she supports children to collect items to create filled stockings for a local homelessness support charity.
- The childminder has not maintained her first-aid certificate as required and it has recently expired. This is due to a training provider cancelling her pre-booked course.
- The childminder does not consistently make the most of opportunities to help children learn about the diversity of cultures and communities beyond their own experiences.
- The childminder does not consistently maximise opportunities to develop children's understanding of good hygiene and eating practices such as washing hands before eating and sitting down while eating food, rather than walking around.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
complete paediatric first-aid training in a timely manner to ensure this is maintained at all times.	12/07/2019

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

- increase chances for children to improve their awareness of the wider world and maximise their understanding of differences and diversity
- strengthen opportunities for children to learn more consistently about the importance of good hygiene and eating practices.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

Although the childminder's first-aid certificate has recently expired, she has arranged to attend a course to update her certificate in the near future. The childminder has also maintained a good knowledge of first-aid procedures to help ensure children's health and welfare needs are met in the event of an accident or injury. The arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from harm. She knows what to do if she has concerns regarding children's welfare. The childminder attends training and uses self-directed research to gain new ideas. She shares new approaches with her assistant through coaching, such as the newly introduced 'dough disco' activity to help promote children's physical development.

Quality of teaching, learning and assessment is good

The childminder regularly assesses children's learning and checks their progress. She uses this information to plan activities and experiences to build on their achievements. The childminder provides extra challenge for older children during group activities. For example, she gives them the opportunity to try threading while younger children enjoy activities that help develop their small-muscle skills. This helps to extend each child's learning at an appropriate pace. The childminder is an active participant in children's play. She eats at their pretend restaurant and takes turns at threading. She talks to children about experiences that relate to their play. For example, she asks them questions about a recent visit to a supermarket with parents as they make their own pretend shop. The childminder uses a combination of demonstration and explanation to show children new skills or techniques. For example, she explains an easier way to thread pasta or hold a crayon. This helps children to master skills quickly.

Personal development, behaviour and welfare are good

Children form warm relationships with the childminder. They are eager to arrive and settle in to play quickly. The childminder meets children's care routines, such as nappy changes or potty training, in a gentle and respectful manner. She expresses happiness at the successes of children and recognises the things that are important to them, such as gaining their first swimming certificate. She recognises children's creativity and encourages them to follow their own ideas. For example, during a threading activity some children make a necklace while others make articulated pasta snakes. Children play boisterously in the garden. Older children play cooperatively in shared games using the climbing frame house and hobby horse toys.

Outcomes for children are good

Children share their ideas and describe what they are doing. They are imaginative and use resources in a creative way. Children stock the play kitchen shelves and explain these are the aisles of their shop. The childminder displays children's art and photographs of their activities with care. Young children bring their drawings to the childminder, keen to share their work. Children delight in showing their parents which creations are theirs at collection times. Children show an interest in numbers and quantity. They eagerly count items during activities and show pride in knowing large numbers.

Setting details

Unique reference number	EY462031
Local authority	Suffolk
Inspection number	10075445
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	10
Date of previous inspection	15 April 2016

The childminder registered in 2013 and lives in Lowestoft. She works with an assistant. The childminder operates Monday to Friday, from 7.30am until 6pm, all year round with the exception of bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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