

# Childminder report

<b>Inspection date</b>	15 April 2019
Previous inspection date	3 July 2015

<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 highly organised and manages her setting in a professional manner. For example, she retains thorough records in a clear filing system. This ensures she always has access to information in a timely manner.
- Parents comment on the childminder's kind and friendly manner. They appreciate how she creates an atmosphere of kindness, compassion and inclusion.
- The childminder notices children's fascinations and provides extra resources to support them. For instance, she gives children who have collected lots of items with holes in, some materials to thread with.
- The childminder is warm and welcoming. Children build good relationships with her. This helps them to settle and to take any changes in routine, such as extra sessions or changes to their day of attendance, in their stride. Parents appreciate this flexibility.
- Children demonstrate curiosity towards new activities and resources. They are keen to join the childminder's games and demonstrate good levels of concentration for their age.
- The childminder promotes children's early speech. For instance, she repeats children's unclear words and provides a commentary for what she or the children do. This helps to build children's vocabulary and develop clear speech.
- The childminder does not provide a wide range of sensory materials to help children explore a variety of textures and materials and fully develop their creative and sensory skills.
- The childminder does not fully encourage children's understanding of the importance of good hygiene routines, such as why they wash their hands before they eat or why they clean any toys the family dog has picked up.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore a variety of textures and materials and develop their creative and sensory skills
- enhance opportunities to support children's understanding of why hygiene routines are important and how they affect their health.

### 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 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

The arrangements for safeguarding are effective. The childminder completes regular training on various child protection topics, to build on her excellent knowledge in this area. She understands how to identify and report any concerns that a child may be at risk from harm. The childminder also attends training and network meetings regularly. These help her to reflect on her practice and gain new ideas. Partnerships with parents are good. Parents value the range of outings the childminder takes children on. They note particularly the frequent play and music groups, local park, libraries and beach trips. The childminder values parents' feedback and includes their ideas and comments about the quality of her service in her planning for changes and improvements.

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

The childminder knows children well and is knowledgeable about the ways she can promote their learning. She uses her accurate assessments of children's learning to identify their next steps and any areas requiring additional support. The childminder reminds children of relevant past experiences. For instance, she talks about visiting turtles at the garden centre as children ask if an animal is a snake or a turtle. This helps to develop children's thinking skills and gives further meaning to their play. The childminder models mathematical skills as she plays alongside children. She supports children to count how many items they have in a bucket and to recognise different categories of items, such as tomatoes and apples. The childminder explains what different tools are used for. She encourages children to try picking up different items with tweezers. This builds children's understanding and small-muscle skills.

### Personal development, behaviour and welfare are good

Children develop independence and self-care skills, for example as they pull the straps to remove their shoes, help themselves to their water bottles freely and wriggle out of their coats. Young children copy older children and make strong attempts to dress themselves. The childminder carries out care routines, such as nappy changes, with respect and warmth. This gives children a sense of control and ownership over their own bodies. Children behave well. The childminder encourages children to think about how other people or animals might feel or think. This helps them to develop empathy. Children enjoy high-energy physical play as they push themselves along on tricycles and climb the steps up to the slide. They crawl through tunnels and run around to 'go again!'

### Outcomes for children are good

Children make good progress from their starting points and are well prepared for school. They begin to use technology in an appropriate way. Children learn how to request their favourite songs and how to adjust the volume using a voice-activated system. Older children begin to recognise key letters and their sounds. This supports their literacy development and future learning. Children sort objects confidently, naming different colours and types, such as beetles and cars.

## Setting details

<b>Unique reference number</b>	EY299143
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10066175
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	3 July 2015

The childminder registered in 2005 and lives in Oulton, Lowestoft. She operates Monday to Friday, from 7.30am until 6.30pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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