

Childminder report

Inspection date	21 May 2019
Previous inspection date	16 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 has taken effective steps to address the recommendations set at the last inspection. For example, she now monitors children's learning and development to ensure that they are making the expected progress towards the early learning goals.
- The childminder demonstrates strong partnerships with parents. She is committed to working together with them to ensure continuity of care and learning for the children. Written testimonials from parents demonstrate the high regard they have for the childminder.
- The childminder knows the children well. She talks confidently about their likes, dislikes and where they are in their learning and development. Children are provided with a varied range of activities, both indoors and outside, that they enjoy.
- The childminder builds close emotional bonds with the 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, significantly enhancing their sense of belonging.
- Children have daily opportunities for exercise and fresh air, helping to promote their good health and physical well-being. The childminder plans regular outings to places of interest such as local toddler groups, farms, woodland, beach and libraries.
- The childminder does not consistently ensure that activities offer enough challenge. She sometimes overlooks opportunities to further promote children's developing mathematical skills.
- The childminder does not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

What the setting needs to do to improve further

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

- make the most of opportunities to challenge and extend children's developing mathematical skills
- support children to hear and say the initial sounds in words correctly, further promoting their early reading skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 is aware of her strengths and areas for development. She organises and manages her provision well and regularly meets with other early years providers. This enables her to share ideas about good practice and helps her to keep up to date with current guidance and legislation to improve the outcomes for children. Safeguarding is effective. The childminder has recently updated her child protection training to ensure that she is aware of the Local Safeguarding Children Board procedures. She understands her responsibility to recognise and support children and families that may be at risk from extreme behaviours or views. The childminder is aware of the importance of building effective partnerships with key staff at other settings that children attend. This helps to ensure children's individual needs are identified and addressed.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and evaluates her observations effectively. She is aware of where each child is in their learning and the progress they have made since they have been attending her setting. Children choose freely from the varied and interesting range of toys available to them. For example, when playing indoors children readily go to the storage box to find the dolls. They play imaginatively, caring for the dolls and putting them to sleep on the sofa. The childminder engages in the children's play. She plays outdoors with them and they enjoy a game of skittles together. Children are encouraged to count how many skittles they have knocked over and to take turns. The childminder supports children's communication and language development. She encourages them in conversation and supports their developing vocabulary and listening skills.

Personal development, behaviour and welfare are good

The childminder supports children effectively as they move from home to her childminding setting. This is particularly valued by parents and helps them to build a trusting and friendly relationship with the childminder. Parents appreciate the 'home-from-home environment' and that the childminder is flexible to their changing childcare needs. Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents. She follows these, promoting continuity of care. The childminder has clear and consistent boundaries for children's behaviour. The strategies she uses for managing unwanted behaviour takes into account the age and level of understanding of the children.

Outcomes for children are good

Overall, children develop the key skills needed to be ready for school. They are motivated to play and develop a positive attitude to learning. Children manage their own personal hygiene relevant to their stage of development. They enjoy looking at picture books with the childminder and understand that print carries meaning. Children enjoy drawing and are beginning to give meaning to the marks they make. The childminder monitors the progress of the children in her care. She identifies any emerging gaps so that appropriate intervention can be implemented.

Setting details

Unique reference number	251182
Local authority	Suffolk
Inspection number	10071312
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	11
Date of previous inspection	16 June 2015

The childminder registered in 1989 and lives in Kesgrave, Suffolk. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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