

Childminder report

| | |
|--------------------------|---------------|
| Inspection date | 4 July 2019 |
| Previous inspection date | 28 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 is committed to providing quality care and learning experiences for children. She is vigilant in checking for, and minimising, potential hazards both in her home and on outings. This helps to ensure the health and safety of the children.
- The childminder regularly reviews children's progress. She uses this information to identify areas where children may require additional support and plan activities around these. This helps children to make good progress in their learning and development.
- Children form strong bonds with the childminder. They seek her out for comfort and reassurance. Children are relaxed and happy in the childminder's care.
- The environment is bright and well organised. The childminder makes a range of resources available. These reflect children's current interests and support their learning needs.
- Parents comment on their satisfaction with the care provided and how much their children enjoy their time with the childminder. They appreciate the photographs she shares with them of their children at play. Parents report feeling reassured by the childminder's arrangements to help keep children safe and secure on outings as well as in her home.
- The childminder does not consistently engage all parents as active participants in their children's learning. For example, she does not gather detailed information from parents about children's learning and experiences at home.
- The childminder has not established a highly effective programme of professional development to increase her knowledge and develop her teaching practice even further.

What the setting needs to do to improve further

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

- explore more ways for parents to share information about children's learning and experiences at home
- extend the use of professional development opportunities that help to build knowledge and enhance practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection and safeguarding issues. She knows how to refer any concerns she may have about children's welfare. The childminder updates parents about their children's day, through discussion and photographs sent using electronic messaging. She also uses questionnaires to gather feedback from parents to help her evaluate her service. The childminder makes good use of her links with childcare professionals at the local authority to aid her in understanding and supporting children's specific learning needs. The childminder plans varied outings to the park, zoo and farms with other childminders. These offer children interesting experiences, such as handling lambs, and provide them with opportunities to socialise with a larger group.

Quality of teaching, learning and assessment is good

The childminder engages children in conversation and asks them questions to find out their thoughts. For example, she talks to children about the seasons. The childminder talks about different indicators, such as temperature and changes to tree leaves. She encourages children to think about the current season, what they can see outside and what the weather feels like. Children delight in singing songs about speckled frogs and sleepy bunnies. They recall familiar refrains without support and remember the actions to the songs. The childminder responds positively to young children's babble and supports their developing language and communication skills well. She asks simple questions and uses clear repetition of words. The childminder supports older children's understanding of numerals. For example, when using a toy clock, she helps them to recognise numbers and encourages them to count. The childminder praises children's efforts and achievements, helping to raise their confidence and self-esteem.

Personal development, behaviour and welfare are good

Children use their imaginations to explore and recreate familiar experiences in their play. For instance, they transport dolls between rooms in a toy bus. Children learn how to keep themselves and others safe. For example, they understand the purpose of the stairgates and know that younger children are not allowed toys with small parts. Children benefit from plenty of physical play. They access a range of equipment in the childminder's garden and regularly visit local parks and soft-play centres where they can challenge their physical skills. Children use technology to enhance their play. For example, they use a voice-activated machine to play music for dancing. The childminder supports children to develop a good understanding of appropriate behaviours, for example being kind to their friends and taking turns with popular toys. She encourages children to take part in tidying and putting away items when they are finished with them.

Outcomes for children are good

Children develop skills that help to prepare them for their next stage in learning, such as nursery or school. They make choices about the resources they want to use and lead their own play confidently. Children enjoy looking at books, turning the pages and naming the illustrations. Older children play imaginatively. They create pretend worlds, give toy characters different voices and use sequences to tell stories.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY406264 |
| Local authority | Suffolk |
| Inspection number | 10074424 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 - 11 |
| Total number of places | 6 |
| Number of children on roll | 14 |
| Date of previous inspection | 28 April 2016 |

The childminder registered in 2010 and lives in Ipswich, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers extended hours on request. She provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

