

Childminder report

Inspection date	9 July 2019
Previous inspection date	9 October 2015

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

- Children use a display of photographs of their friends to talk about 'who is in today?' Children find their own photo on the display. This helps to develop their own sense of identity and belonging in the setting.
- The childminder uses everyday experiences to help children learn. For example, she teaches them about temperature. Using a temperature probe, children explore the differences in the temperature of water and make comparisons as to whether it is hot or cold. They notice when the water is 'freezing' and recognise when the numbers increase in warmer water.
- The childminder listens to children as they talk about their interests. From this, she plans exciting learning experiences for the children, such as re-enacting the story of a bear hunt. Children show obvious excitement and motivation to join in as they recall repetitive sentences in the book.
- Partnerships between parents and the childminder are effective. Parents value the feedback they receive about their child's day. They report that they are pleased with the progress their children have made in the childminder's care and the vast range of activities to take part in.
- The childminder does not fully support children to resolve their own conflicts. Despite this, children are developing their negotiating skills and ability to share toys together.
- The childminder does not always support children well enough to make independent choices or manage their own self-care skills.

What the setting needs to do to improve further

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

- support children more effectively to resolve conflict
- allow children to make their own choices and be responsible for their own self-care needs.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children.
- 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 the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector spoke to parents and also took account of written testimonials.

Inspector

Amy Quinton

Inspection findings

Effectiveness of leadership and management is good

The childminder is reflective of her practice and the improvements she can make. She sets actions to enhance the existing provision, such as creating a number line in the outdoors to develop children's mathematical skills. Safeguarding is effective. The childminder demonstrates a good understanding of the indicators that a family may be at risk of radicalisation. She knows the importance of referring concerns to the relevant agencies. The childminder regularly accesses training to develop her knowledge and skills. She seeks the views of parents and children through verbal discussions and written questionnaires. Any suggestions for improvements are welcomed and used to bring about changes to the provision. Parents state that they are happy with the service the childminder provides.

Quality of teaching, learning and assessment is good

Children talk about countries and know that animals can live in different parts of the world. The childminder draws upon their experiences in books, such as 'The Jungle Book', to explain that snakes may live in India. Children are keen communicators and sing songs spontaneously in their play. When building a bridge with bricks, one child sings 'London Bridge is falling down'. Children readily join in with singing alongside them. During adult-led activities, children compare sizes of bears and classify them into size order. The childminder is mindful to adapt activities to ensure children of all ages can participate at their own level. She understands the importance of giving younger children time to practise new skills, such as working out how train pieces fit together. The childminder has a good understanding of the different ways in which children learn. Younger children are given opportunities to explore connecting straps on buckles during everyday routines.

Personal development, behaviour and welfare are good

Some children communicate their toileting needs using sign language and the childminder responds to their cues by signing back to them. Her arrangements for children's toileting, such as nappy changes, promote good standards for hygiene and cleanliness. The childminder has effective procedures to avoid cross-contamination and illness when preparing food. She has settling-in procedures for new children starting at the setting that are flexible to support their needs. Children develop close emotional attachments to the childminder. As a result, they separate readily from parents and enjoy spending time in the childminder's company. Children are kept safe on outings, for example when collecting other children from a local school. They know the importance of listening to the childminder's instructions to look if road crossings are safe to pass.

Outcomes for children are good

Children steadily make progress in all areas of learning. The childminder has a good understanding of what the children can do to support this. Children demonstrate good mathematical skills and understand when numbers are greater than, or less than each other when using a temperature probe. They leave the setting with the skills needed for school.

Setting details

Unique reference number	EY335630
Local authority	Suffolk
Inspection number	10066180
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 October 2015

The childminder registered in 2006 and lives in Ipswich, Suffolk. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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