

Childminder report

Inspection date	8 August 2019
Previous inspection date	29 June 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 builds strong relationships with parents and regularly talks about children's care, interests and development. The childminder seeks feedback and ideas to help her improve her service further. For instance, she considers children's views when purchasing new play equipment.
- The childminder builds young children's mathematical skills effectively. She encourages children to count, and to consider sizes and shapes within their play. For example, she challenges children to collect large foam numbers. They practise naming each number and finding where it fits on a hopscotch grid.
- Children learn about the world around them as they go on outings in the community, including to playgroups, parks, car boot sales and museums. This provides varied experiences for them to recall and talk about.
- The childminder helps children to develop their social skills. For example, children learn how to share resources and take turns fairly. They learn to recognise the feelings of others as well as their own.
- Parents comment on the progress their children make and the variety of activities they enjoy. They talk about feeling well informed about what their children learn and view photographs of their day. Parents appreciate the childminder's supportive, nurturing approach and value the bonds she has with their children.
- The childminder does not gather detailed information from parents about what children already know and can do, to identify accurate starting points in their learning.
- At times, the childminder does not provide children with explanations or extra information to stimulate their curiosity in learning and enhance their understanding.

What the setting needs to do to improve further

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

- gather more detailed information from parents to swiftly and precisely identify children's starting points in learning from the outset
- strengthen the quality of interactions with children to help enhance and extend their learning.

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 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 knowledge of child protection and regularly updates her training. She knows what to do if she has a concern about the welfare of a child. The childminder works closely with parents to provide a consistent approach to teaching children key skills, such as toileting. She also builds good links with other providers that children attend. The childminder works with them to share information and promote consistency in children's learning. She keeps her knowledge up to date to promote positive outcomes for children. For instance, she accesses training and has professional conversations with colleagues in other settings.

Quality of teaching, learning and assessment is good

The childminder knows children and families well. She plans activities based on what children know and what they need to learn next. The childminder recognises the importance of using children's interests to engage them in learning. For example, she provides baby resources for children, following the recent birth of a sibling. Children use chalks and blackboards to make marks. They practise drawing shapes, numbers and letters. Children hold up their boards with pride to show their work and use a sponge to clean them. The childminder encourages children's creativity and experimentation. For instance, she talks to children about how it feels to walk on the small pebbles they add to the paddling pool. Children sing nursery rhymes spontaneously and remember all the words. They enjoy books and ask for 'another' as soon as the childminder finishes reading. The childminder discusses the illustrations with children in detail and talks about the characters and objects. This helps to promote children's language and early literacy skills.

Personal development, behaviour and welfare are good

The childminder ensures children know the plans for the day. This helps them to feel secure and cope well with changes in routine, such as a special lunch outing. Children develop friendships and play happily with others. They delight in playing a chasing game outside. They take turns to be the 'monster' who has to catch everyone else. Older children run slower to give younger children a head start. The childminder teaches children self-care skills, such as wearing sun hats and applying sun cream. Children learn to wash their hands thoroughly before eating and drink plenty of water on hot days. They benefit from boisterous physical activities, such as riding tricycles and playing badminton.

Outcomes for children are good

Children make good progress and are prepared for their next stage in learning. They develop their independence and make choices about what they want to play with. For instance, they learn to take off and put on their own shoes and select resources to add to the water tray. Children delight in exploring new textures and sensations. They enjoy squeezing jelly, breaking ice and filling containers with water. Children ask questions and seek the childminder's help if they need assistance. They begin to explore numbers in their play. They recognise different numerals and understand the quantity associated with each.

Setting details

Unique reference number	EY275381
Local authority	Suffolk
Inspection number	10073309
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 12
Total number of places	6
Number of children on roll	17
Date of previous inspection	29 June 2016

The childminder registered in 2003 and lives in Ipswich. She operates all year round from 8am to 6pm, Monday to Thursday, except for family holidays and bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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