

# Childminder report

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Inspection date: 10 September 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly and enjoy the homely environment that the childminder provides. They demonstrate that they feel safe and secure in her care. For example, they enjoy cuddles with the childminder when they read books together. Children are confident talkers who readily describe what they see in the books and anticipate familiar words and phrases. They receive lots of praise and encouragement. This helps them to build good levels of self-esteem.

The experienced childminder understands how children learn and develop. She knows children well and provides interesting activities and outings that help children to build their knowledge and skills. Children who prefer to learn outside have ample opportunities to explore and play in the garden and local parks. They develop good physical skills as they run, climb and negotiate large play equipment.

The childminder provides children with clear guidelines to support their good behaviour. She encourages children to be kind and respectful towards each other. Children respond well to the childminder's gentle reminders about being polite and behave well. The childminder encourages children to make choices as they play, giving them time to explore and follow their interests. This helps children to develop positive attitudes to their learning.

## **What does the early years setting do well and what does it need to do better?**

- Children engage in a varied and stimulating range of activities and real-life experiences. The childminder plans well to support children's individual stage of development and their interests. Children gain the skills and knowledge they need to support the next stage in their learning and the eventual move to school.
- The childminder helps children to gain confidence in communication and language skills. For example, she encourages children to talk about what they do at home, she reads stories and sings songs and nursery rhymes with them. This also helps children to build good literacy skills and inspire their imaginations.
- The childminder establishes an effective two-way flow of information with parents and other providers that children attend. This helps to provide children with consistency in their care and learning.
- The childminder supports children well who speak English as an additional language. She uses a range of methods to help them to settle, understand and develop English. For example, she learns key words and phrases in children's home languages to support their understanding.
- Children are imaginative and experiment with how they use resources and equipment. For instance, children use sand sieves with bubble mixture. They blow with gusto to produce many bubbles at once, proudly showing what they

create to the inspector.

- Children are keen to do things for themselves. The childminder helps them to gain independence in their personal hygiene and self-care. She gives clear explanations to help children understand why and when to wash their hands.
- Children gain a clear understanding about how to keep themselves safe. The childminder teaches children about road safety. For example, children look and listen for cars and tell the childminder when it is safe to cross the road on the way to the park.
- Parents are positive about the childminder. They state that their children thoroughly enjoy their time with her and that she is a 'key contributor to their progress'. They appreciate the reassurance and regular communication about their child, especially when children first start.
- The childminder conducts online research and training to help to develop her knowledge and skills. She is part of a group of childminders who meet regularly to share information and discuss changes in childcare, to help them keep updated and support each other to continually improve their practice.
- The childminder knows what children need to know next in their learning. However, she does not always adapt her teaching to make the most of opportunities that arise to help children gain new knowledge and skills, in particular relation to numbers and counting.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training and reads widely about child protection issues to help ensure her knowledge is updated. She confidently fulfils her responsibility to protect children from harm. The childminder knows what to do should she have any concerns about a child's welfare.

## **What does the setting need to do to improve?**

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

- enhance the teaching of mathematics to help children build on what they have learned and use this knowledge confidently in a variety of situations.

## Setting details

<b>Unique reference number</b>	250597
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072638
<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 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 June 2016

## Information about this early years setting

The childminder registered in 1999 and lives in Haverhill, Suffolk. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Gail Warnes

### Inspection activities

- The inspector discussed with the childminder how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was discussed by the inspector and the childminder.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

We carried out this inspection 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.

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