

# Childminder report

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Inspection date: 25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is actively engaged in the children's play and learning. She responds positively to what children want to do. For example, when children ask to 'do some sticking' she provides them with resources, including glue, paper plates, and a range of collage materials. The childminder sits with children as they work and introduces vocabulary such as 'sprinkle'. She actively listens to children as they describe textures. They readily use words such as 'shiny' and 'spiky' and the childminder extends this vocabulary in her conversations with the children. This supports children effectively to develop their communication and language skills.

Children show a positive attitude to learning. They are confident and readily lead their own play. Children are happy and feel safe in this 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 behave well and respond positively to the childminder's high expectations. The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family, helping children to develop secure emotional attachments. Children readily go to the childminder for cuddles.

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

- The childminder demonstrates a dedicated approach to her childminding provision. She reflects on the quality of what she does with the children and seeks to continually improve. The childminder is aware of her strengths and of areas for development. She liaises with other childcare professionals and takes responsibility for keeping up to date with latest legislation.
- The childminder is enthusiastic about her professional development. For example, she is booked on child protection training to ensure that she keeps her knowledge of local procedures up to date.
- The childminder frequently researches childcare practice and guidance issues to help her improve her practice. For example, she has been learning about her responsibility to give children the best start for the life ahead of them. The childminder supports children well to develop the key skills they need to be ready for school. She encourages children to be independent. They are motivated learners and form good habits for future learning.
- The childminder knows the children well. She talks confidently about their likes, dislikes and interests. The childminder is aware of where children are in their learning and development and what she needs to do to support their continuing progress.
- Overall, the childminder teaches effectively across the seven areas of learning. Although she does not always recognise opportunities to promote children's

understanding of number and counting, she does build on what children already know and helps them to remember what they have been taught.

- Children are actively encouraged to develop their physical skills. They are able to use the garden for outdoor play and the childminder also takes them to the local playground.
- The childminder establishes friendly and trusting relationships with parents. She liaises with them to find out about what children already know and can do when they start in her setting. Parents are encouraged to continue to share what they know. Parents describe the childminder as 'warm and welcoming', stating that she 'really gives the feeling of home away from home'.
- Children understand the consistent behaviour boundaries and respond positively to the childminder's high expectations. They are encouraged to consider the impact of their actions on others. The childminder is a good role model. She is calm, gentle and treats children with positive regard. She builds children's self-esteem effectively, giving meaningful praise for good behaviour and individual efforts.
- The childminder does not routinely keep background distractions, such as music, to a minimum to fully support children's developing ability to concentrate.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps up to date with safeguarding issues. For example, having heard the term 'trilogy of risk' she has researched this to explore the issues of domestic violence, substance use and mental ill-health and the impact on children. The childminder is aware of the indicators of abuse and knows how to report concerns. The childminder supports children to take managed risks, such as when using climbing equipment. This allows children to push themselves to the limits of their capabilities where they can feel in control of what they are doing.

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

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

- focus more closely on promoting children's developing awareness of numbers and counting
- organise the environment more effectively to better support children's developing capacity to concentrate.

## Setting details

<b>Unique reference number</b>	250900
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10086587
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	27 November 2018

## Information about this early years setting

The childminder registered in 1990. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jacqueline Mason

### Inspection activities

- The inspector and the childminder held a discussion to help the inspector understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an 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 a written testimonial from a parent.

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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