

Childminder report

Inspection date: 2 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and settled in the childminding setting. The childminder builds close emotional attachments to the children, helping them feel safe and secure. She tailors her settling-in procedures for children's move from home to her setting to meet the individual needs of each child and their family. As a result, children come into the setting readily. The childminder follows children's established routines for feeding and sleeping, actively promoting a sense of belonging. The childminder listens to what children have to say and promotes their developing vocabulary.

Children enjoy the varied range of activities available to them. The childminder is aware of where children are in their learning and provides resources to meet their needs. Children show a positive attitude to learning. The quality of teaching is good, overall. The childminder actively engages in children's play and is led by what they want to do. She responds to their changing interests, supporting them to make progress in their learning and development. Children behave well and know what is expected of them. The childminder gives meaningful praise to children as part of promoting their good behaviour and individual efforts. This effectively builds children's confidence and self-worth.

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

- The childminder knows the children well. She talks confidently about their interests and what she needs to do to support their continuing progress. The childminder joins in with children's play and supports their learning. However, she does not always consider children's comprehension of English well enough in order to ensure that they fully understand what she is asking them to do.
- The childminder provides a friendly and welcoming, home-from-home environment in which children develop a good sense of belonging. The childminder responds to children's requests, such as when they ask for the television to be put on. However, she does not notice when they are no longer watching it and she leaves it on. Children are then distracted by it and are not fully supported to develop their ability to concentrate.
- Children are confident and motivated to play and learn. For example, when the childminder shows them some books with removable shapes, numbers and colours, they excitedly abandon their play to go and join her. They enjoy finding the correct spaces in the books for the removable parts.
- Children enjoy looking at books independently and with adults. They readily choose which books they want to look at. Children have favourite books, such as a touch-and-feel book about dinosaurs. They readily describe the texture of the dinosaur spines, using words such as 'scratchy'. The childminder extends children's vocabulary to introduce new words, such as 'prickly'.

- Children are encouraged to have regard for their personal hygiene. They understand the need to wash their hands before eating. Parents provide all food and drinks for their children. The childminder is careful to reduce the risks of cross-infection. For example, she has good procedures to change and dispose of used nappies.
- The childminder demonstrates strong partnerships with parents. She keeps them informed about their child's day through her daily discussions with them. Parents are encouraged to continue to share what they know about their child. The childminder uses this information to help her meet children's care and learning needs.
- The childminder is aware of the benefits of working in partnership with others who provide care and learning for the children. She has established a successful two-way flow of information that helps ensure children's individual needs are identified and addressed.
- The childminder has clear and consistent boundaries for children's behaviour. The strategies she uses when managing unwanted behaviour take into consideration the children's age and level of understanding. Children are encouraged to consider the needs and feelings of others. They share and take turns.
- The childminder is aware of the strengths of her provision. She attends mandatory training. The childminder meets regularly with her sister, who is also a registered childminder. They share the latest legislation and good-practice guidance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to protect the welfare of children. She has attended safeguarding training through the local authority. This ensures that she is aware of the indicators of abuse and knows what to do if she is concerned about a child. The childminder understands how to support vulnerable families. She is aware of her duty to prevent children being drawn into situations that put them at significant risk of harm.

What does the setting need to do to improve?

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

- consider children's understanding of English more carefully when asking questions and giving instructions
- keep background distractions, such as the television, to a minimum to fully support children's developing ability to concentrate.

Setting details

Unique reference number	EY313187
Local authority	Suffolk
Inspection number	10106315
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 June 2015

Information about this early years setting

The childminder registered in 2005 and lives in Felixstowe, Suffolk. She operates all year round from 8am to 6pm, Monday to Friday, 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.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- The inspector and the childminder held a discussion to 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.

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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