

# Childminder report

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Inspection date: 14 January 2020

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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 are happy and settle quickly. The childminder provides an exciting, interesting environment for children to learn and explore. The childminder is kind, caring and warm towards the children. Children develop a close and caring relationship with the childminders and approach them for cuddles and reassurance; this helps them to feel safe and secure. Children play well together and learn to take turns and share. They are confident to self-select from a wide range of accessible and age-appropriate toys and resources. They respond well to praise and their behaviour is good.

Children develop good communication and language skills. They love books and attentively listen to stories, and use props related to the story. For example, they enjoy finding and matching different 'fruit-tokens' to post into the mouth of the 'hungry caterpillar'. They babble and chatter about the characters and events happening in the book. Children become independent from an early age. They feed themselves well and enjoy a healthy, balanced diet. Children make choices in their play and learning. They know where play resources are stored and they help to tidy them away. They are curious and use their imagination in play. For example, they enjoy pretending to feed 'dolly' a bottle of milk, and blowing out the candles of their play 'birthday cake'.

Children have good attitudes to learning. They are eager to join in with activities and show curiosity and a can-do attitude to try new things. Children make good progress from their starting points. The childminder monitors and tracks children's development effectively. She plans effectively a broad curriculum that helps children to achieve well and be ready for their eventual move to school.

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

- The childminder ensures she can meet children's needs, right from the start. She works closely with parents to find out about what children can do, their interests and prior learning. She values this information and uses it to immediately start planning for children's next steps in learning. She completes observations to ensure she has a clear understanding about where each child is in their development. The information is upload electronically to share with parents and this allows the parents to share in their children's learning.
- The childminder provides a homely environment for children to play, learn and have fun. Children develop good relationships with the childminder and their peers, because they are encouraged to play together, share and take turns. The childminder uses opportunities for children to hear and use counting in everyday play situations. For example, she counts out the numbers of strawberries on a plate, and children listen and eagerly repeat the numbers that they hear.

- The childminder places a strong focus on promoting children's early language skills. She constantly talks to young children and asks questions to encourage their speech and language development. They eagerly choose books to share with the childminder. This helps to promote children's early literacy.
- Children have plenty of opportunities to learn about their wider community. They regularly visit the library to choose books, and take regular trips to the local meadow to see the 'waterfall' and spot the rabbits. This helps children to develop confidence in larger social settings and gain a greater knowledge about the world they live in.
- The childminder demonstrates a strong commitment to improving the quality of her provision. She reflects on her practice and makes the necessary changes to improve her provision, consulting parents in the process. This enables her to see what can be improved to benefit children, to ensure their future success and good progress. However, she does not extend the focus on her professional development to raise the good quality teaching to the next level.
- Partnerships with parents are good. The childminder provides daily verbal and written feedback to them about their children's care and what they have been learning. Parents comment that their child has 'come on in leaps and bounds'. They are happy with the care provided and say their children look forward to attending and enjoy the many activities they engage in.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role in protecting children and keeping them safe. She is aware of the possible signs of abuse and the wider safeguarding issues, including who to contact if she has any concerns about a child's welfare. She maintains accurate registers and accident records and is fully aware of her responsibility to identify swiftly any behaviours and patterns that may alert her to concerns about a child's well-being. She ensures children play and learn in a safe environment and regularly carries out safety checks on the house and places she takes children to.

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

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

- establish a targeted plan for continual professional development to enhance teaching and learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY275601
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10073310
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	13 July 2016

## Information about this early years setting

The childminder registered in 2002 and lives in Sudbury, Suffolk. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder works with a co-childminder.

## Information about this inspection

### Inspector

Maria Blanche

### Inspection activities

- The childminder showed the inspector the areas of her home used for childminding.
- The inspector observed the childminder's teaching and discussed this with the childminder, to assess the impact of the childminder's teaching on children's learning.
- Discussions were held with children, the childminder and the co-childminder throughout the inspection to assess how well children's development is monitored.
- Some records and documentation were looked at during the inspection, including the childminder's policies and procedures, and suitability checks completed on those living in the childminder's home.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.

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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