

Childminder report

Inspection date: 23 January 2020

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

The childminder provides an inviting and relaxed environment. Children appear safe and happy. Effective settling-in processes are in place and the childminder knows the children very well. They have formed strong relationships with both the childminder and her assistant, which has a positive impact on their well-being and emotional development. Children are confident and play independently alongside each other, sharing toys and resources. For example, children are encouraged and motivated to move around the available space and make independent choices in their play.

Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. The outdoor space at the setting provides equipment for children to develop their balance and coordination skills. The childminder takes children on regular outings to the park, which provides more-challenging apparatus. Children learn about their local community and people who help them. They regularly visit the local library and shops, which supports their understanding of the world.

All children behave well and are kind, polite and considerate towards one another. The childminder has high expectations for behaviour, and children respond well. With the childminder's support, children learn to manage their behaviour well for themselves.

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

- Children make good progress in their learning and development. The childminder can confidently talk about children's abilities. She recognises what children can already do and identifies their next steps in learning accurately. The childminder uses this information to plan activities for the next stages in their learning. For example, children develop their fine motor skills by using a variety of resources, such as chopsticks, scissors and cutting tools.
- The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. This supports children's communication and language skills well. For example, the childminder incorporates mathematical language by introducing shapes, numbers and colours into both planned and spontaneous activities.
- The childminder reflects on her practice to identify areas to improve children's learning. She meets with her co-childminder and assistant to share ideas, such as looking at the current menus and to identify the individual needs of children. Although the childminder's skills and knowledge are good, she has not considered further ongoing and continual professional development opportunities to take the quality of her teaching and children's learning to the highest level.

- The childminder has developed strong partnerships with parents, which enables children to settle well. Parents state they 'trust' the childminder and describe her as being 'fully committed to loving and developing the children'. Parents made comments, such as 'My children love it here.'
- The childminder uses verbal and written communication to share information about children's learning and progress. Parents are actively involved in their child's learning. For example, the childminder encourages parents to comment on their progress. The childminder works with parents to ensure each child has developed all the necessary skills needed for the next stage in their learning.
- Children have opportunities to develop independence and key skills in relation to self-care, such as putting on their shoes and coats, or drying their hands after toileting. This promotes children's self-confidence.
- The childminder carries out daily risk assessments to ensure that her home is safe and secure. This helps to keep children safe.
- All children are supported well. Their emotional needs are met through the strong attachments they form with the childminder. She offers reassurance, encouraging smiles and cuddles when needed. This enables children to settle well.
- Children benefit from a variety of healthy snacks and have access to drinks throughout the day. However, on occasions, the childminder misses opportunities to promote children's understanding of the importance of healthy choices and healthy eating.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can identify signs and symptoms that may indicate a child is at risk of harm. She is also aware of wider safeguarding issues and who to contact if she is concerned about a child in her care. The childminder's assistant has a clear understanding of how to keep children safe. She is aware of all policies and procedures about safeguarding and knows who to contact if she has concerns. Risk assessments are in place and implemented effectively.

What does the setting need to do to improve?

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

- use professional development to focus precisely on raising the quality of teaching and children's learning to a higher level
- extend opportunities further to build on children's understanding of making healthy choices.

Setting details

Unique reference number	EY431840
Local authority	Suffolk
Inspection number	10074868
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	18
Number of children on roll	12
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 2011 and lives in Ipswich. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with a co-childminder and an assistant.

Information about this inspection

Inspector

Sarah Tamburrini

Inspection activities

- The inspector had a walk around the childminder's home and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector tracked the progress of two children present at the time of inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and parents during the inspection.
- The inspector held several discussions with the childminder.

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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