

Childminder report

Inspection date: 29 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

Children build warm bonds with the childminder. She is a good role model and promotes considerate behaviour. For example, the childminder respectfully informs young children about care routines, such as nappy changes and getting dressed. Children respond well and show that they feel happy and secure in her care.

From an early age, children freely access resources and make their own choices about what to play with next. They examine and handle natural materials, such as shells, pine cones and conkers, with interest. Young children babble excitedly during play and have 'conversations' with the childminder. They particularly enjoy rolling balls and wheeled vehicles down guttering pipes in the kitchen. Children shriek with delight as they post a variety of balls into different-sized tubes and watch them pop out the other end. Children are fascinated by sensory materials, such as rainbow-coloured rice. They practise their hand-to-eye coordination as they work to fill containers, with spoons and smaller containers acting as scoops. They are curious and creative learners. Children transport resources from one area to another to extend their play.

Children joyfully make music with a variety of instruments. They wave tambourines and shakers vigorously and watch with interest as the childminder taps a large drum. The childminder provides enthusiastic encouragement and children laugh as they twirl, dance and jump.

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

- The childminder knows children and their families well. She uses her accurate assessments of children's development to identify appropriate areas to focus on. The childminder plans activities based on children's interests to help them reach their next steps in learning. As a result, children make good progress and enjoy learning.
- The childminder supports children's speaking skills effectively. For example, she responds to young children's gestures and babbles with interest. The childminder provides a running commentary on children's actions. This supports their language development and encourages them to be part of conversations. Children become keen communicators, who babble and wave enthusiastically to others during school runs to collect the childminder's own children.
- Parents comment positively on the variety of activities and outings their children enjoy in the childminder's care. They appreciate the childminder's friendly manner and comment on how much their children enjoy spending time with her and her family. She successfully engages parents with their children's learning and regularly discusses children's progress. The childminder gives them help and advice if they have any worries or concerns. However, the childminder has not

fully developed ways to collect incisive feedback from parents to help her to evaluate the overall effectiveness of the setting and drive improvement.

- The childminder is sensitive to children's emotional needs and children show good levels of self-esteem and well-being. For instance, she greets children with a soothing voice and cuddles after they wake from a nap. The childminder helps young children to begin to develop their social and emotional skills, such as turn taking, as they roll a ball back and forth. Children respond to her praise and encouragement with big smiles. At times, the childminder is not responsive enough to the differing levels of interest of younger children. For example, there is scope to strengthen younger children's engagement and deepen their learning during some activities.
- The childminder has devised and regularly reviews detailed risk assessments which reflect current good practice. For example, she uses safe sleeping guidance to help her provide the optimum environment to recreate children's rest routines from home.
- Children's good health and physical development are promoted well. They have daily opportunities for fresh air and exercise as they go on the school run, play in the childminder's garden or visit playgroups. The childminder also encourages children to develop healthy habits, such as washing their hands before eating and drinking water regularly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date through regular training. She knows the signs and symptoms that may indicate a child is at risk of harm and keeps information to hand to support her safeguarding practice. For example, the childminder ensures she maintains current details of the agencies she can contact if she needs to seek advice or report concerns about the welfare of a child or the behaviour of an adult.

What does the setting need to do to improve?

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

- develop more incisive ways to collect the views of parents to inform and enhance the self-evaluation process
- enhance younger children's engagement in activities as they develop and extend their ability to concentrate and participate more actively in the experiences.

Setting details

Unique reference number	EY475192
Local authority	Suffolk
Inspection number	10075754
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in Worlingham. She operates on Tuesdays and Wednesdays, from 7.45am until 5.30pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The childminder showed the inspector the areas used for childcare to demonstrate how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living on the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector spoke to children at appropriate times during the inspection. She 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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