

Childminder report

Inspection date: 10 March 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 are happy and settled in this welcoming and friendly childminding setting. They feel safe and build close emotional attachments to the childminder, readily going to her for cuddles and to share their play experiences. Children enjoy the childminder's interaction in their play. With her support, they persevere in activities and make good progress in their learning and development. Children show a good attitude to learning and respond positively to the childminder's high expectations. Children behave well. Even very young children are developing a good awareness of the needs and feelings of others.

Children independently access a varied range of toys and resources from the well-stocked playroom. They thoroughly enjoy their play and learning. Children are confident communicators who develop a good vocabulary. The childminder promotes children's language and communication skills well. She actively listens to what they have to say. Children are encouraged to repeat unfamiliar words back to the childminder. She responds positively to the babbles and gestures of younger children and provides a running commentary about what they are doing. This actively promotes children's developing vocabulary and understanding. Overall, children develop the key skills needed to be ready for school.

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

- The childminder is led by what children want to do. However, sometimes, she overlooks opportunities to further promote children's thinking skills. She does not consistently give children enough time to explore their own ideas.
- The childminder knows the children in her care well. She has a secure understanding of the age group she is working with and plans an interesting range of activities based on children's interests. She effectively supports their continuing progress.
- Children develop their literacy skills. They enjoy looking at books with the childminder and confidently point out familiar items in illustrations. Children turn the pages confidently.
- The childminder supports children's play and learning and builds on what they already know. For example, children readily create a small-world village. They assemble the road using their previous experience and knowledge of assembling a simpler train track.
- The childminder recognises when children tire of an activity and readily moves on to something else. For example, when children lose interest in playing with the small-world village, she suggests alternative activities. Children confidently post shapes into a shape sorter and are able to name some simple shapes.
- The childminder helps children to behave well. Children enjoy the childminder's praise for their individual attempts and successes. In return, children appreciate

what the childminder does. For example, when the childminder manages to assemble the fencing in the small-world village, children clap her efforts.

- The childminder meets children's health and hygiene needs. However, children are not consistently supported to develop self-care skills relevant to their age. For example, the childminder does not encourage them to attempt to wash and dry their own hands and instead does it for them.
- The childminder demonstrates strong partnerships with parents. She keeps parents informed about their children's day and learning through her verbal interactions with them and through the daily written diaries. Parents are encouraged to share what they know about their child. The childminder uses this information as part of her monitoring of children's progress across the seven areas of learning.
- The childminder reflects on her practice to consider what has gone well and what could be changed to promote better outcomes for children. She maintains mandatory training, such as paediatric first aid to ensure that she is meeting the legal requirements. The childminder regularly meets up with other childminders. They share good practice ideas and take the opportunity to talk about changes to legislation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to protect the welfare of children. She maintains training in child protection to ensure that she is aware of the local procedures for safeguarding children. The childminder is aware of the signs and symptoms of abuse and knows how to report concerns. She understands the importance of recording concerns and reporting them in a timely way. The childminder has a satisfactory awareness of the 'Prevent' duty to help ensure that she is able to recognise and support vulnerable families.

What does the setting need to do to improve?

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

- give children more time to think and explore their own ideas
- give children more opportunities to learn to do things for themselves and develop self-care skills.

Setting details

Unique reference number	251178
Local authority	Suffolk
Inspection number	10072648
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 January 2016

Information about this early years setting

The childminder registered in 1987 and lives in Kesgrave, Suffolk. She operates all year round from 7.30am to 6pm, Monday to Friday, term time only.

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 indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a planned 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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