

Childminder report

Inspection date	22 August 2019
Previous inspection date	28 March 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The experienced childminder and her assistant provide children with a variety of interesting activities that keep them engaged in play and learning. For example, when children choose to play rounders, the assistant helps them to learn how to bat, bowl, catch and take turns.
- All children make good progress in their learning. The childminder and her assistant prioritise helping children to become strong and effective communicators. They introduce a lot of new and challenging words to children. This helps children build good speaking and listening skills and prepares them well for their future learning.
- The childminder provides a safe and welcoming environment for children from her assistant's home. The garden space is particularly inviting for children to enjoy active physical play. The plentiful opportunities for fresh air and exercise contribute to children's physical fitness and well-being.
- Children choose from a range of good-quality toys and resources that the childminder has purposefully selected to promote learning.
- The childminder and her assistant regularly assess where children are in their development. They give children the support they need and identify areas where extra support is required for children to achieve.
- Children behave well. For example, they are kind towards each other, cooperating during play and confidently sharing their ideas.
- The childminder's plans for professional development are not aimed specifically enough at further raising the good quality of teaching.
- The childminder collects information from parents about children's care and some of their prior experiences before they start. However, this information lacks enough detail for her to use it to make a prompt assessment of where children are in their development when they first begin.

What the setting needs to do to improve further

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

- enhance plans for professional development to further raise the quality of teaching
- collect more information from parents about children's knowledge, skills and prior experiences to be able to assess children's starting points in learning more effectively when they first begin.

Inspection activities

- The inspector observed play and learning activities in the assistant's home and garden and assessed their impact on children's learning.
- The inspector had a tour of the assistant's home and viewed the areas that the childminder and her assistant use to provide care to children.
- The inspector reviewed a range of documentation, including records of children's learning.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have completed training that helps them to understand and recognise indicators of possible abuse or neglect. They know the actions they must take if they have concerns about a child. The childminder works closely with her assistant to review what she offers. She seeks the views of parents and children to help her plan for improvements to her service. In addition, the childminder works with parents to help them seek guidance and advice from other services when needed. The childminder shows that she understands the requirements that she must meet. She continuously considers the safety of children in her care. The childminder carries out regular risk assessments and reviews the effectiveness of her plans to keep children safe. For example, she has practised a new route that she and the children will be walking to school to ensure that they can do this safely.

Quality of teaching, learning and assessment is good

The childminder provides children with challenging and interesting activities. The childminder and her assistant identify what it is that children need to learn next and then plan activities that help them to achieve. For example, they encourage children to make predictions and test their ideas in a 'float or sink' activity. During activities they follow children's interests and help them to share their ideas. The childminder and her assistant recognise when children need their support and engagement, and when to step back to allow them to explore their play independently. Parents report that children make very good progress, particularly with their speaking, as a result of the input they receive from the childminder. The childminder helps children to gain basic numeracy and literacy skills. For example, she regularly reads and shares stories with the children. The childminder regularly updates parents about their children's progress and how they can support their children's learning at home.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and her assistant, and they enjoy their company. Children's confidence blossoms as a result of the skilled encouragement and support that the childminder gives them. The childminder and her assistant are good role models to the children. They are aware of risks that are relevant to children in the local area. For example, the risk of drowning in open water. The childminder raises children's awareness of risks without overwhelming them. For example, she educates them about things they can do to keep themselves safe.

Outcomes for children are good

Children have a strong sense of ownership of their activities. For example, when the childminder suggests it is time for a healthy snack, children say they would like to carry on with their activity for a little longer. They explore their own ideas and are well motivated. For example, when children want to make sandcastles but identify the water is too dry, they all get involved with fetching water and experimenting with 'sticking' the sand together with the water. They celebrate their own and each other's achievements when their experiment works out well.

Setting details

Unique reference number	250706
Local authority	Suffolk
Inspection number	10114005
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 March 2013

The childminder registered in 1999. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant from her assistant's home.

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Piccadilly Gate
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