

# Childminder Report

**Inspection date**

16 March 2018

Previous inspection date

17 June 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of the 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**

- Children benefit from good support in their learning and development in all areas of the curriculum. The childminder interacts positively with children during play. For example, she skilfully poses questions and extends their ideas to reinforce their understanding.
- The childminder creates many opportunities for children to visit groups and places of interest in local the community. These help to extend children's social experiences and strengthen their confidence in readiness for school.
- Children's welfare is prioritised. Risk assessments are thorough and all hazards are quickly minimised to keep children safe. For instance, the childminder takes effective steps to ensure younger children are always supervised when using tools, such as scissors.
- The childminder is a good role model and sensitively supports children to learn right from wrong. She provides plenty of praise and works closely with parents to establish consistent approaches to supporting children's behaviour.

**It is not yet outstanding because:**

- The childminder does not always obtain detailed information about children's developmental starting points, to help to plan their learning more meticulously from the outset.

## What the setting needs to do to improve further

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

- consistently gather information about children's developmental levels when they first attend, to establish children's starting points and plan their progression more precisely from the outset.

### Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents expressed in written testimonials.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector sampled a range of documentation, including evidence of training. She discussed the childminder's self-evaluation and checked the suitability of household members.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes relevant training and reads online discussion forums to help her to keep abreast of safeguarding issues and procedures. The childminder has a secure understanding of what she must do if she is concerned about a child's welfare. Parents are very complimentary about the support their children receive, particularly noting the childminder's attentiveness in meeting individual dietary needs. Photographs of children's engagement in activities are sent securely to their parents, often in real time. This helps parents to initiate meaningful discussions with children about their experiences. Effective self-evaluation is based on the childminder's own reflection and feedback from parents. This helps her to identify plans to improve outcomes for children. For example, she continues to strengthen the assessment arrangements to help identify more swiftly any gaps emerging in children's progress.

### Quality of teaching, learning and assessment is good

The childminder talks to children about what she and they are doing during activities and care routines, building on their early speech and language. She introduces additional props during their play that help to enhance children's enjoyment and imaginative thinking. For example, the childminder prompts children to look in the mirror to see the baby carrier on their back, before talking to them about where they are taking the baby. Children relish opportunities to explore different media, such as snow, corn flour gloop and shaving foam. The childminder recognises how to use these resources to promote children's early literacy skills. For example, she demonstrates how to make marks using her fingers in the shaving foam and encourages children to 'have a go' themselves.

### Personal development, behaviour and welfare are good

Children show that they feel very safe and secure in the setting. The childminder is caring and supportive in her approach to their care. This helps younger children to form strong bonds with the childminder and reassures them emotionally. The space, resources and equipment are organised effectively, which helps to maximise opportunities for children to manage tasks for themselves. For example, children who are learning to use the toilet are provided with a step to enable them to reach to wash their hands at the sink. The childminder reminds them to rub the liquid soap between their fingers to get rid of germs. This helps to instil an early understanding of healthy lifestyles.

### Outcomes for children are good

Children progress well in their learning. They develop early skills that prepare them for the next stage in their learning and ultimately school. They are inquisitive and eager to explore and often make choices about what with what they would like to play. Children develop great skills in handling smaller objects, such as using tongs to pick up and drop small balls. This shows that they are developing their physical dexterity well in preparation for writing. Children demonstrate resilience and growing confidence in tackling new experiences. For example, toddlers quickly build up the confidence to delve into creative activities after being anxious initially.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 251198                                                                            |
| <b>Local authority</b>             | Suffolk                                                                           |
| <b>Inspection number</b>           | 1090274                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 7                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 17 June 2015                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1990 and lives in Kesgrave, Suffolk. She operates all year round, from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

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