

Childminder Report

Inspection date

25 November 2015

Previous inspection date

10 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder evaluates her practice and seeks the views of parents and children. She uses what she knows to ensure that she promotes a good quality care and learning experience for children.
- Children behave well. They play well together, share toys and learn about what is acceptable behaviour. Children are very confident.
- The childminder knows children well. She plans an interesting range of activities, which builds on what children already know and promotes the next steps in their learning.
- Partnerships with parents are effective. The childminder is committed to working together with them, to ensure continuity of care and learning for children. Parents are kept well informed, both by written information and daily verbal communication.
- The childminder tracks children's progress across the areas of learning. Records show that all children on roll are making good progress from their starting points.

It is not yet outstanding because:

- The childminder's programme of professional development is not sharply focused. She does not ensure that she is aware of latest guidance, to support her in achieving and maintaining outstanding care and learning for all children.
- The childminder sometimes overlooks opportunities to further develop children's developing critical-thinking and problem-solving skills.
- The childminder has not fully explored all ways to support children's understanding of each other's similarities and differences, and people beyond their own experiences.

What the setting needs to do to improve further

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

- focus more closely on consistently supporting children's developing critical-thinking and problem-solving skills
- strengthen the plans for professional development, in order to achieve and maintain outstanding practice
- build on the opportunities children have to learn about their own cultures and develop understanding and appreciation for different beliefs and ways of life.

Inspection activities

- The inspector observed activities indoors.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector played with children, spoke to a parent and took account of a written testimonial.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder organises her setting well and works effectively within the statutory framework. She has a good knowledge of how children learn. This supports her in delivering good quality teaching that meets the learning and development needs of all children. Safeguarding is effective. The childminder understands her responsibility to protect the emotional and physical well-being of children. She has a good awareness of the signs and symptoms of abuse, to help her recognise when children are at risk. She knows how to report concerns. The childminder maintains mandatory paediatric first-aid training, to support her in managing emergency medical needs. The childminder is aware of the importance of working in partnership with others who provide care and learning for children, to promote an effective two-way flow information.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and she supports their achievements well. The quality of teaching is consistently good and inclusive of all children. Activities meet the interests and learning needs of children. The childminder maintains a record of observations of children as they play, using photographs and written evidence. She evaluates these, to ensure that she is aware of what she needs to do next to support their continuing progress. The childminder responds well to children's interests and is actively engaged in their play. Children readily chat to her about what they are doing. For example, they talk confidently as they recall a recent activity where they wrote to Santa and went to the post box to post their letters.

Personal development, behaviour and welfare are good

Children are happy and settled in this friendly and welcoming childminding setting. The childminder is a very good role model. She treats children with respect and positive regard, effectively supporting their close emotional attachments to her. Children feel safe, readily asking the childminder if they can sit on her lap. The childminder supports children well as they play and helps them to persevere when the activity gets difficult. Children are confident to express themselves and show a good level of independence for their age. They benefit from a wide range of play materials, to support their learning and development. Children are helped to understand the importance of health and safety. For example, they are aware of making sure that no toys with small parts are left out where babies might get them.

Outcomes for children are good

Children make good progress from their starting points. Children develop a good foundation for future learning. They are motivated and enthusiastic learners who develop the skills necessary to be ready for school. Children use mathematical language confidently and develop early writing skills. The childminder checks children's progress, to ensure that any gaps in their learning are identified and managed.

Setting details

Unique reference number	251226
Local authority	Suffolk
Inspection number	871453
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 3
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	10 February 2009
Telephone number	

The childminder was registered in 2003. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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