

Childminder report

Inspection date	31 January 2019
Previous inspection date	10 November 2015

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

- Children are happy, settled and very comfortable in their environment. They show that they have warm and trusting relationships with the childminder. This has a positive effect on their emotional well-being.
- The childminder gets to know the children well and is very responsive to their individual needs. She has a good understanding of how children learn and provides activities she knows they will enjoy. The childminder supports children's play and learning well to help them to make good progress, in readiness for future learning.
- The experienced childminder keeps up to date with changes and shares ideas with other childminders. She attends additional training to continue to enhance her knowledge and skills.
- Children have daily opportunities for fresh air and exercise, in all weathers, in the childminder's garden or on trips out to places in the local area. These help to promote children's good health and support their physical development.
- The childminder organises her home efficiently and children access the areas and resources safely. She completes regular checks of all areas used by the children in order to help to ensure that they are safe and suitable.
- The childminder does not consistently engage all parents in their children's learning to promote consistency between the setting and home.
- The childminder does not share detailed information with other settings children attend in order to fully promote continuity of care and learning.

What the setting needs to do to improve further

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

- strengthen parents' involvement in children's ongoing learning to help provide all children with more consistent support between the setting and home
- build on links already made with other early years settings that children attend in order to fully promote continuity of care and learning for children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder during the inspection. She looked at relevant documentation and children's records, and discussed the childminder's policies and procedures.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the importance of keeping children safe. She knows the possible signs of abuse and neglect, and understands the wider issues surrounding child protection. The childminder has attended training to ensure she can protect children. She knows the appropriate actions to take if she were to have a concern about the welfare of a child. The childminder observes children during activities and routinely monitors their progress by tracking their development. This enables her to identify any gaps in learning and provide additional support when necessary. The childminder evaluates the success of activities she plans for the children to help identify ways of improving their experiences.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced environment for children of all ages. Children choose freely from the toys available to them. The childminder is actively engaged in young children's play and readily changes activities in response to their short concentration span. She sits on the floor with the children and talks to them as they play. The childminder plans activities to meet children's individual play and learning needs. She provides support when required. The childminder takes opportunities to extend children's learning. For example, as children build towers with wooden bricks, the childminder introduces counting and talks about the colours of the bricks.

Personal development, behaviour and welfare are good

The childminder discusses children's individual needs for sleep and rest with parents. She follows established home routines to promote continuity of care. Children settle quickly and are confident to explore their environment. Parents are very positive about the childminder, and the care and learning she provides their children. The childminder provides children with simple house rules so that they have a clear understanding of what she expects of them. She supports children to learn to be polite. The childminder encourages children to value and celebrate each other's differences and respect one another. They learn about festivals from cultures other than their own, for example, through art and craft activities. The childminder regularly meets with other childminders and attends local groups with the children. This helps to extend children's social skills and confidence as they meet with other adults and children.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or starting school. Young children are inquisitive and show an eagerness to discover how things work. For example, they show an interest in toys with buttons, flaps and dials, learning about cause and effect as they realise how to operate them. Children have opportunities to develop their early writing skills. They enjoy looking at simple picture books with the childminder. From an early age, children learn about healthy practices, such as washing their hands after playing with dough and before eating. Older children understand and follow rules that keep them safe, for instance they learning about how to cross the road safely.

Setting details

Unique reference number	251367
Local authority	Suffolk
Inspection number	10066150
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	11
Date of previous inspection	10 November 2015

The childminder registered in 1997 and lives in Beccles. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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