

Inspection date

3 December 2018

Previous inspection date

30 July 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		Outstanding	1
Outcomes for children		Good	2



Summary of key findings for parents

The provision is good

- Teaching is consistently good and at times, outstanding. The childminder has an excellent commitment to children learning outdoors. Children's learning about the world around them is extremely well promoted. They relish time in the garden and delight in exploring natural materials. Outings enhance children's experiences and provide excellent opportunities for children to socialise with people in the community.
- The childminder is exceptionally caring and attentive to children's needs. He is a positive role model for children and they thrive in his nurturing care. Children are highly independent from a young age. The childminder encourages children to feel confident in their own abilities and try things out. He is playful in his interactions, which in turn, stimulates children to join in.
- Partnerships with parents are very positive. The childminder works very closely with parents, frequently exchanging information with them about their children's learning and achievements. Parents hold the childminder in very high regard. They comment that he is a caring and enthusiastic professional who proactively plans fun, educational activities to enable children to learn and thrive.
- The childminder works with a co-childminder. They share their knowledge, experience and draw on each other's strengths to secure continued improvements to the provision. For example, they have improved how they gather information from parents when children start attending. This has enhanced the early planning of activities to focus more closely on children's interests and what they need to learn next.
- Safeguarding is at the heart of all the childminder's work. He has a secure awareness of child protection issues gained through training and additional research. He successfully embeds new learning into practice, reviews and updates policies to reflect current guidance and shares information with his co-childminder.

It is not yet outstanding because:

- The childminder does not always use the most effective questioning techniques to support children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further to better support children's thinking and problem-solving skills.

Inspection activities


- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures with him.
- The inspector checked evidence of the suitability of the childminder, co-childminder and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good



The childminder is passionate about providing the very best opportunities for all children. Safeguarding is effective. The childminder understands his responsibilities to protect the well-being of children. He knows the possible signs of abuse and how to report any concerns he may have about children's welfare. Children's safety is a priority. The childminder maintains a safe environment, supervises children well and teaches them how to keep themselves safe. The childminder embraces many opportunities for professional development, such as meeting with other practitioners to share knowledge and good practice. He targets training to enhance the experiences of those children and families who attend.

Quality of teaching, learning and assessment is good

The childminder gets to know the children well through regular observations and assessments of what they can do. He makes good use of children's interests as one of the ways in which he offers them opportunities to build on their learning. Children eagerly explore and find materials in the garden for their creative activities. They visit the park and woodland groups. The childminder skilfully weaves mathematical language and concepts into activities. Children confidently learn to count, compare size and shape, recognise numerals and colours. The childminder provides good support for children at different stages of their communication and language development. Children enjoy singing their favourite songs and rhymes, joining in with actions enthusiastically. The childminder supports children's interests in books well. Children select their favourites for the childminder to read. He uses children's interest well to develop their emerging imagination and speaking skills. For example, children express their thoughts about where the 'stickman' might go. Children have plenty of opportunities to develop their small-muscles in preparation for early writing. For example, they operate toys, make meaningful marks with pens and use tools, such as scissors with increasing control.

Personal development, behaviour and welfare are outstanding

The childminder creates an extremely welcoming and child-centred environment for children of all ages. The thoughtfully planned indoor space and garden very effectively promote children's independence as they engage in purposeful play. Children positively thrive in their personal, social and emotional development. They develop extremely positive attitudes, are very eager to help others and form firm friendships with other children. The childminder helps to boost children's self-esteem and confidence with his patience, praise and gentle support. Children lead active and healthy lifestyles. They follow excellent hygiene routines and enjoy sociable meals. Children are extremely well supported to embrace new experiences with confidence, such as moving on to school.

Outcomes for children are good

Children progress well and learn key skills for their future education. They are eager, motivated and enjoy participating in a wide range of activities. They listen and respond well to adults and show good social skills when playing with their peers. Children learn to be highly confident and capable when doing tasks for themselves. They persist in activities and are not afraid of having a go when they find something challenging.

Setting details

Unique reference number	EY364283
Local authority	Suffolk
Inspection number	10072025
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	17
Name of registered person	White, Nicholas
Date of previous inspection	30 July 2015
Telephone number	07794 226907

The childminder registered in 2007 and lives in Lowestoft, Suffolk. He operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. He works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.