

Inspection date	23 February 2015
Previous inspection date	6 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder's quality of teaching is good. Children are engaged and happy because the childminder successfully plans experiences, which stimulate their individual interests. The childminder interacts very well with the children to support their learning and development. As a result, children make good progress.
- The childminder has a good understanding of safeguarding procedures. All adults in the household have undergone checks to ensure they are suitable to have regular contact with the children. The childminder keeps up to date with training to ensure that she can protect children. She knows what to do if she has a concern about a child in her care.
- Children feel safe and secure in the childminder's care as she provides a warm and welcoming environment, where they have consistent boundaries.
- The childminder has a good working relationship with the parents of the children she cares for. She communicates with them on a daily basis and shares information about their children's day.
- The childminder is committed to providing children with good quality care and education and uses self-evaluation to reflect on and improve her practice.

It is not yet outstanding because:

- The childminder has not fully developed partnership working with other early years settings that children also attend, to consistently support them to ensure that they are making the very best progress in all areas.
- Children have few opportunities to further develop their understanding of good routines for personal hygiene, for example, after they have had their nappy changed.

What the setting needs to do to improve further

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

- develop further the arrangements for sharing information and partnership working with other early years settings that children attend, in order to complement the good learning already taking place and support them in making even better progress
- enhance further children's understanding of good personal hygiene, for example, by teaching them to wash or wipe their hands after nappy changes.

Inspection activities

- The inspector observed activities in the kitchen/dining room.
- The inspector conducted a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at planning documentation, records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector took account of the views of parents and carers from information included in the childminder's own parent survey.

Inspector

Karen Harris

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder understands how children learn and plans and provides a broad range of activities and resources. For example, children explore a winter treasure basket and use different size spoons to fill pots with glittered rice. The childminder gets down to the children's level and joins in with their play. This ensures that they can get the best from the activities provided. She recognises that the concentration span of younger children is short and readily changes activities in response to this. The childminder interacts well with the children to extend their communication and language skills. For example, as children pull different farm animals out of a bag, the childminder asks them to make the sound of the animal. She extends children's vocabulary as a matter of routine and skilfully questions them to extend their understanding and learning. Children concentrate well as they complete peg puzzles and enjoy looking at books with the childminder. As a result, children make good progress, preparing well for their eventual move to school.

The contribution of the early years provision to the well-being of children is good

Children are happy, settled and enjoy spending time with the childminder. The childminder acts as a positive role model and manages children's behaviour effectively. She reminds children to use 'kind hands' and helps them to learn to share and take turns with popular resources. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. The childminder plans outings with other childminders to help develop children's social skills. Children have opportunities to become familiar with other settings, when they go with the childminder to collect older children from the local primary school. As a result, children's confidence is developing in new situations. The childminder helps children to develop their independence and self-care skills. For example, they clean their hands before snacks and select the fruit they want. However, young children's hands are not washed or wiped after nappy changes, to help them learn about good hygiene routines from an early age.

The effectiveness of the leadership and management of the early years provision is good

The childminder seeks the views of parents on her practice and the learning she provides for their children. This enables her to make positive changes and to develop her good practice further. Parents responses indicate that they are very satisfied with the care their children receive. The childminder regularly observes children, accurately assesses their progress and identifies their next steps in learning. She provides feedback to parents to discuss their child's progress. This helps to ensure parents are actively engaged in supporting their children's learning. Some children also attend other early years settings. The childminder is aware of the importance of working in partnership with others who also provide care and learning for the children. This supports good practice by providing continuity of care and a shared approach to promote children's learning. However, links are not fully established to enable all parties to work together, in order to ensure that children are making the best possible progress, wherever they spend their time.

Setting details

Unique reference number	256456
Local authority	Norfolk
Inspection number	876577
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	6 July 2011
Telephone number	

The childminder was registered in 1996 and lives in a village on the outskirts of Great Yarmouth. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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