

Inspection date	24 March 2015
Previous inspection date	24 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good, because the childminder and her assistant successfully follow and extend children's individual interests. This means children's future learning is well supported.
- The childminder and her assistant have high expectations of children as they regularly observe and assess their learning and development. As a result, all children make good progress.
- Children's behaviour is good because the childminder and her assistant use a calm and consistent approach. Therefore, children clearly understand the boundaries and expectations.
- The childminder and her assistant have developed very good links with the local primary school and share information with teachers. This ensures a complementary approach and means children are well prepared for the next stage in their learning.
- Children are safeguarded well, because the childminder and her assistant understand what procedures to follow if they have any concerns.
- The childminder is qualified to level 3 and has attended relevant training, which ensures she has a very good understanding of the requirements of the Early Years Foundation Stage.

It is not yet outstanding because:

- The environment is not consistently rich in print to help children extend their early reading skills.
- Monitoring and evaluation systems have not yet been fully developed to enable the childminder and her assistant to reflect on their already good teaching practice.

What the setting needs to do to improve further

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

- extend opportunities for children to begin to understand that print carries meaning, for example, by using words and text within the play areas
- strengthen the systems for monitoring and evaluation of teaching practice, for example, by introducing peer observations to further enhance children's learning.

Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with children, the childminder and assistant at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications and suitability of all adults in the household.
- The inspector took account of the views of parents through written comments provided in children's learning journeys.

Inspector

Rachel Enright

Inspection findings

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

The childminder and her assistant provide children with a wide variety of interesting and challenging learning experiences. This means children show engagement and motivation throughout their activities because they are eager to learn. Children have access to a good selection of toys and resources to cover all seven areas of learning. They thoroughly enjoy playing with a mixture of coloured rice and sunflower seeds, which develops their exploration and investigation skills. The childminder and her assistant effectively promote children's mathematical development, as they talk about size, colours and numbers during their play. For example, children comfortably count up to 10 with the childminder as they use scoops to fill containers. Children learn about literacy as they listen to familiar songs on the computer and participate in story time with the childminder. However, words and text are not clearly displayed within the play areas to further develop children's understanding that print carries meaning. The childminder and her assistant use effective strategies to ensure parents are well informed about their children's learning and development. Parents are encouraged to view their children's learning journeys and give feedback on a regular basis. They make comments, such as, 'We are very pleased with the progress our child has made', and 'Thank you for doing a great job'.

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

Children are clearly happy, content and confident within the childminder's home. They have developed positive relationships with the childminder and her assistant. The environment is warm, friendly and homely, which effectively promotes children's emotional well-being and all-round development. Children learn how to keep themselves safe and healthy as the childminder and her assistant reinforce the importance of this throughout their activities and daily routines. For example, children engage in constant discussion about different fruits with the childminder's assistant as they taste and smell them. Healthy lifestyles are further supported as there are good hygiene practices in place and children have regular opportunities to participate in physical play.

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

The childminder and her assistant successfully implement a good range of written policies and procedures, which protects children's safety and welfare. The childminder monitors the educational programmes to ensure children are progressing well. Self-evaluation systems are used to identify strengths and areas for future development, which shows the childminder has a commitment to continuous improvement. There are appropriate systems in place to monitor the performance of the childminder's assistant to ensure she is supported within her professional development. However, there is now scope to strengthen these systems. For example, by introducing peer observations that enable the childminder and her assistant to evaluate and reflect on their daily practice. Partnerships with parents and other professionals are good, which ensures children are further supported in their learning and development.

Setting details

Unique reference number	256655
Local authority	Norfolk
Inspection number	871605
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	21
Name of provider	
Date of previous inspection	24 March 2009
Telephone number	

The childminder was registered in 1992 and lives in Great Yarmouth. She works alongside an assistant. The childminder operates all year round, from 7am to 7pm, Monday to Saturday, except for bank holidays and family holidays. She has a childcare qualification at level 3. The childminder receives funding for the provision of early education for three- and four-year-old children.

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