

**Inspection date**

9 April 2015

Previous inspection date

11 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## 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 provides a broad range of activities, which stimulate their individual interests. The childminder interacts very well with the children and skilfully questions them to support their learning and development. As a result, all children make good progress.
- Children feel safe and secure in the childminder's care as she provides a warm and welcoming environment, where they have consistent boundaries and familiar routines.
- The childminder has effective partnerships with parents. She is committed to working together with them to ensure continuity of care and learning for children. Parents are kept well informed through both written information and daily verbal communication.
- The childminder has a good understanding of safeguarding procedures. She has attended training to ensure that she can protect children and knows what to do if she has a concern about a child in her care.
- The childminder is committed to providing children with good-quality care and education and uses self-evaluation to reflect on and improve her practice. She keeps up to date with developments by attending training workshops. This has a positive impact on the learning experiences she offers children.
- Written testimonials from parents demonstrate that they are extremely satisfied with the care and education their children receive, stating that they would not hesitate to recommend the childminder.

### It is not yet outstanding because:

- The childminder has not fully developed partnership working with all early years settings that children also attend, to consistently support all children to ensure that they are making the very best progress in all areas.

## What the setting needs to do to improve further

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

- extend the arrangements for sharing information and partnership working with all other early years settings that children attend, in order to complement the good learning already taking place and support children in making even better progress.

## Inspection activities

- The inspector observed activities in the lounge and spoke with the childminder at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder.
- 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 and qualifications of the childminder and the childminder's self-evaluation form.
- The inspector took account of parents' comments detailed in the records of children's learning and looked at written testimonials from parents.

## 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 experienced childminder knows the children in her care well. She has a clear understanding of how children learn and provides them with a good range of planned activities that promote their learning and development. While the childminder has planning in place, this is very flexible, enabling her to follow children's individual interests and suggestions. As a result, children remain interested and motivated to learn. For example, children select the board games they would like to play with the childminder. The childminder effectively supports children's decision making. She enthusiastically talks to children during activities and uses effective questioning to challenge their thinking. She responds well to children's vocalisations and encourages them to name letters, read familiar words and count items while playing. As a result, children make good progress towards the early learning goals, preparing them well for their eventual move on to school.

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

Children are very happy and content in this homely and welcoming setting. They develop strong emotional attachments to the childminder and feel secure. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. The childminder places a strong emphasis on helping children become independent in preparation for school or the next stage of their learning. She ensures that they have the practical skills they need, such as being able to put on their own coat. Children learn about road safety rules when out, and practise the emergency evacuation drill. The childminder promotes children's confidence in meeting other adults and children, for example, by taking them to local groups. As a result, children's social skills are developing well.

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

The childminder has a very good working relationship with the parents of the children she cares for. She actively seeks useful information from them about their children's interests and stages of development. She uses this information to provide suitable activities for each child. The childminder communicates with parents on a daily basis and shares information about their children's day. She regularly observes children during activities, accurately assesses their progress and identifies their next steps in learning. Each child has their own file, which shows their progress through attractively illustrated photographs. The childminder encourages parents to view their children's records regularly. As a result, parents are fully aware of their children's achievements. 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

<b>Unique reference number</b>	256602
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864585
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 May 2009
<b>Telephone number</b>	

The childminder was registered in 1993 and lives in Norwich, Norfolk. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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