

Inspection date

17 April 2015

Previous inspection date

6 January 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		Outstanding	1
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 has a good understanding of the requirements of the Early Years Foundation Stage. She provides a broad range of well-planned activities, which stimulate children's individual interests. The childminder interacts very well with the children to support their learning and development. As a result, they are engaged and happy and make good progress.
- Children are very well prepared emotionally for the next stages in their learning. The childminder supports children exceedingly well and actively contributes to promoting their confidence in meeting other adults and children. For example, she regularly visits a playgroup and takes children to community groups.
- 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. All adults in the household have undergone the required vetting procedures to assess their suitability to be in contact with the children.
- Children follow good hygiene routines. They enjoy healthy snacks and have daily opportunities for exercise and fresh air, which promotes their good health.
- The childminder is committed to providing children with good-quality care and education and uses self-evaluation to reflect on and improve her practice.
- 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 written information and daily verbal communication.

It is not yet outstanding because:

- The childminder's professional development programme is not yet focused enough on a more varied range of training, to broaden her skills and knowledge and further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- enhance the quality of teaching and learning further by reviewing professional development plans, so that training is more sharply focused and targeted on broadening knowledge and skills.

Inspection activities

- The inspector observed activities in the garden and the kitchen.
- The inspector spoke with the childminder at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector looked at a range of records including children's details, information about children's learning and development, written risk assessments and a selection of policies.
- 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 children from information included in the childminder's own surveys 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 provides a stimulating, well-resourced environment, which promotes children's learning and development. The indoor environment is rich in print with bright, colourful and educational posters. This effectively supports children's understanding of words and numbers and that print carries meaning. Outdoors, children independently select what they would like to do on the large decked area. For example, they enjoy experimenting with water in bamboo guttering, catching fish with magnetic fishing rods and painting at the easel. The childminder joins in with children's play. She interacts very well with them to support the development of their speech and language skills. She is skilled at asking probing questions to challenge and develop children's thinking. The childminder uses every opportunity to introduce colours, numbers and new vocabulary as children play. She responds well to children's vocalisations and sensitively repeats words back, so they can hear them pronounced correctly. As a result, children become confident communicators and make good progress, preparing them well for their eventual move to school.

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

The childminder has clearly established very positive relationships with the children. They have a very strong bond with her. Children enjoy spending time with the childminder as she knows them exceptionally well and treats them with genuine warmth and respect. The childminder promotes the safety of the children in her care and completes daily checks before they arrive. This ensures that any hazards are minimised and helps to keep children safe. Regular routines, such as hand washing before snacks and meals, provide children with good opportunities to develop self-care skills and to learn about healthy practices. The childminder works closely with parents, for example, regarding toilet training, to ensure consistency for children. Children's emotional well-being is exceedingly well supported as they prepare for the next stages in their learning. For example, the childminder talks with children about changes that are going to happen. She enhances this further by planning opportunities for children to spend time at other settings. For example, the childminder has initiated volunteering at the local playgroup one morning a week. As a result, children's confidence is developing very well in new situations.

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

The childminder talks to parents on a daily basis to share information about their children's day. She provides parents with photographs and records of their children's learning, and discusses their children's progress. If there is an identified area in the children's development that needs support, the childminder works with parents to put consistent approaches in place. This ensures that children make good progress. The childminder attends mandatory training, such as first aid and child protection. However, she does not consistently broaden the range of training to further extend her knowledge and skills, to maximise learning opportunities for children.

Setting details

Unique reference number	257980
Local authority	Norfolk
Inspection number	867106
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	6 January 2009
Telephone number	

The childminder was registered in 1998 and lives in Flordon, near Long Stratton, Norfolk. She operates all year round from 8am 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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