

Childminder Report

Inspection date

30 April 2015

Previous inspection date

23 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		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

- Children are extremely happy and settled in this exceptionally warm and welcoming childminding setting. They develop secure emotional attachments to the childminder and have strong friendships with each other.
- Children behave exceptionally well and respond positively to the childminder's high expectations. Good behaviour and individual efforts are given meaningful praise, effectively supporting children's confidence and self-esteem.
- The childminder demonstrates friendly and trusting relationships with parents. He keeps them informed about their children's day and their developmental progress. Parents are actively encouraged to continue to share what they know about their child.
- The childminder promotes children's well-being effectively. He has a good awareness of the signs and symptoms of abuse and understands his responsibility to report concerns.
- Children make good progress in their learning and development because the childminder delivers an interesting and challenging range of activities, that promote their interests and build on what they already know. The quality of teaching is effective, to support children's continuing progress.
- The childminder works effectively with his co-childminder, to monitor the quality of the childminding practice and promote good quality care and learning for all children.

It is not yet outstanding because:

- The childminder does not maximise opportunities for children to develop their critical thinking skills. He does not always give children time to process questions before answering.
- Planning for outdoor play does not consistently promote all areas of learning, so that those children who learn best from being outdoors are able to do so.

What the setting needs to do to improve further

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

- consider each of the seven areas of learning when planning for outdoor play, to ensure that those who learn best from being outdoors are able to do so
- provide further support to children in the acquisition of their critical thinking skills, by giving them time to process questions before answering.

Inspection activities

- The inspector observed activities in the lounge, the kitchen and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at activity planning, 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 household members, the provider's self-evaluation form and improvement plan.
- The inspector took account of written questionnaires from parents.

Inspector

Jacqueline Mason

Inspection findings

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

The childminder establishes children's starting points, through discussion with parents. This means that he is immediately able to plan and provide activities that support children's interests and build on what they already know. Precise, ongoing assessments ensure that activities continue to support children's learning. Children make good progress and develop skills necessary for the next stage in their learning, such as moving on to school. Children make choices about their play. The childminder actively engages in their play and skilfully extends their learning. For example, he responds well to their interest in the small-world dinosaurs and takes the children around the garden to find soil and vegetation. The childminder supports children's language skills. He engages them well in conversation but does not always give them time to process questions, to support their critical thinking skills. Outdoor play is encouraged, although the outdoor environment is not planned as effectively as indoors, to consistently promote all areas of learning.

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

The childminder's home is exceptionally safe and welcoming. He carries out robust risk assessments, ensuring that children are able to play safely indoors, outside and on outings into the local community. Children learn how to keep themselves safe and this supports their physical well-being exceptionally well. Children also learn about the wider world and develop very good attitudes to others. They behave very well and any unwanted behaviour is managed sensitively. For example, the childminder gently reminds younger children of the need to share and take turns. Children benefit from an exciting and varied range of toys and resources within the childminder's home. They are confident, motivated and eager to learn. Activities include topics about eating healthily and the effects of exercise on their bodies. This actively contributes to children's developing awareness of the importance of a healthy lifestyle. Children learn about good hygiene routines, such as brushing their teeth after lunch.

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

The childminder attends necessary training and organises his setting well, to ensure that the requirements are met. Through careful evaluation of his practice, and the support of his co-childminder, he effectively monitors the quality of teaching and learning. As a result, he provides a learning environment that is inviting and stimulating. Children's developmental progress is shared with parents and they are actively encouraged to remain involved in their children's learning. Written comments from parents demonstrate that they value the 'good quality' of the childminding provision. They appreciate that the childminder is flexible to meet their changing childcare needs and value the good links that he has established with other settings that children attend. The childminder has effective partnerships with other professionals, ensuring an effective two-way flow of information. He keeps children safe and attends regular child protection training, to ensure that he is up to date with latest guidance.

Setting details

Unique reference number	256502
Local authority	Norfolk
Inspection number	867023
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	23 March 2009
Telephone number	

The childminder was registered in 1997. He works with his wife, who is also a registered childminder. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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