

# Childminder Report

**Inspection date**

6 May 2015

Previous inspection date

11 March 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 provides a very child-centred learning environment, both indoors and outside. She has good teaching skills and is knowledgeable about children in her care. This enables her to plan and provide activities that closely reflect children's interests and abilities. As a result, children make good progress.
- The childminder takes children to group activities and on outings, where they have the opportunity to develop their confidence and independence in a larger group. This prepares them well for school.
- The childminder knows the importance of children feeling secure and comfortable in her home. She collaborates with parents and puts good settling-in procedures in place to suit children's emotional well-being. Therefore, children quickly become accustomed to their environment and routines, and develop affectionate relationships with the childminder and her assistant.
- The childminder and her assistant demonstrate a strong understanding of how to safeguard children and protect them from harm. Through the implementation of good policies and procedures, they actively promote children's safety and welfare.

### It is not yet outstanding because:

- The childminder does not consistently share information on children's next steps with parents, so they can extend further their children's learning at home.
- Children do not always benefit from quiet time to listen and speak, as rhymes and music are frequently played in the background.

## What the setting needs to do to improve further

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

- broaden the information given to parents about what their children need to do next in their learning, so that they can continue that learning at home
- make the most of quiet periods in the day, when background music and taped rhymes and songs are not used, to more strongly focus on children's listening and speaking skills.

## Inspection activities

- The inspector observed activities in the garden and rooms where children play.
- The inspector spoke with the childminder, her assistant and children at appropriate times during 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 her assistant and viewed the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents, provided through written testimonials.

## Inspector

Lindsey Cullum

## 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 have a secure understanding of how children learn. There is a strong focus on making learning fun, through planned activities, based on children's interests, or child-led play, as children independently select toys that capture their attention. As a result, children flourish and make good progress. The childminder joins in children's play. She skilfully questions them, supporting their thinking skills well, so children begin to solve simple problems. As a result, children are willing to have a go and try for themselves. Children's communication skills are fostered well during activities. They clearly love singing, finding masks to become the animals in their favourite song. The childminder plays taped rhymes in the background, which occasionally grab children's attention. However, there are few periods of quiet time during the day, when the focus is specifically on enhancing children's listening and speaking skills. The childminder shares children's achievements with parents every day. However, she does not always share her plans for children's next steps, to enable parents to contribute even more effectively to their children's learning at home.

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

Children's emotional well-being is effectively promoted because the childminder and her assistant create a welcoming and nurturing environment. They are very caring and sensitive to children's individual needs. For example, children who prefer to settle to sleep in a buggy are taken for a walk, while the other children continue their play in the home. The childminder prepares older children well for their future move to pre-school and school, by teaching them skills in self-care and independence, such as putting on their own coats and shoes. Children behave well as the childminder and her assistant provide them with clear guidance and simple explanations. They use constant praise and encouragement to develop children's confidence and self-esteem. The childminder teaches children about the importance of hygiene practices as they wash their hands before snack, and she provides clean towels, to reduce the risk of cross-infection. Children thoroughly enjoy being outside in the fresh air. They run, climb, balance, slide and ride small-wheeled toys, developing their physical skills and learning that exercise is fun.

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

The childminder works closely with an assistant. Together, they make a dedicated team who work effectively to ensure that children make good progress in their learning and are kept safe from harm. Both attend relevant training to enhance their knowledge and skills. As a result, the provision for children is continually improving. The childminder uses appropriate guidance to monitor achievements in children's learning. She successfully evaluates the service she provides and seeks the views of parents. Parents express how happy they are with the provision, their children's progress and the strong bond that children develop with their carers. Good partnerships with school and pre-schools settings help to promote continuity in children's care and learning.

## Setting details

<b>Unique reference number</b>	256675
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867037
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	30
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 March 2009
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Thorpe St. Andrew, Norwich. She works with an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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