

Childminder Report

Inspection date

12 May 2015

Previous inspection date

21 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		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 childminder has a secure knowledge of the learning and development requirements and provides children with interesting, well-planned experiences. Children enjoy using their senses to explore a range of textures, such as, dried rice, scented cotton and jelly. As a result, children are keen to participate and develop a positive attitude to learning.
- School readiness is promoted well, as children show confidence and excitement as they talk about the next stage in their learning. The childminder encourages them to complete simple calculations and supports them to form the letters of their own name as they label their work. Therefore, children gain the essential skills that they require.
- Partnerships with parents are well established, as the childminder actively gathers their ongoing contributions to children's files. In addition, with parental permission, the childminder accesses the school online-learning system, supporting a joined up approach for all those involved with the child.
- Children benefit from the childminder's close working relationship with another provider. They have opportunities to take part in activities on a larger scale and in the event of an emergency have a familiar adult to care for them. This enhances their overall learning experience and supports their emotional well-being.
- Safeguarding measures are rigorous as the childminder completes detailed daily and annual risk assessments, to minimise any hazards. Furthermore, she ensures that the premises remain secure.

It is not yet outstanding because:

- The childminder's training programme does not always include opportunities that are focused on enhancing her good-quality of teaching.
- On occasion, children are not reminded to take turns or value the contributions of their peers to fully promote their social skills.

What the setting needs to do to improve further

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

- expand the well-established programme of professional development, to astutely focus on maintaining and enhancing the consistently good-quality of teaching
- maximise children's opportunities to develop their social skills even further by, for example, encouraging them to take turns and value each other's contributions during group activities.

Inspection activities

- The inspector observed general play and the lunchtime routine. She spoke to children at appropriate times throughout the inspection.
- The inspector observed adult-led activities and discussed the intentions and learning outcomes with the childminder.
- The inspector sampled the childminder's documentation including policies, a hard copy self-evaluation, training certificates and children's files.
- The inspector took account of the views of the parents and children through recently completed questionnaires, a selection of written references and cards.
- The inspector saw evidence of the suitability of all persons living on the premises and other documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

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

The childminder offers a well-balanced programme of adult-led and child-initiated activities. She incorporates children's next steps for learning within planned activities and consistently follows these through. In addition, the childminder completes precise ongoing assessments to support children's good progress. Children recall previous activities with ease as they reassess and secure their learning. The well-qualified childminder speaks clearly and offers children new words to support their developing vocabulary. She uses skilful questioning to encourage children to think and make comparisons, and allows them adequate time to respond. For example, children talk about how mint reminds them of toothpaste and other items that may feel hot or cold. Children receive regular praise for their eager contributions. However, on occasion, children are not reminded to take turns and listen to others' contributions. This reduces their opportunities to develop social skills during group activities.

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

Children show confidence in the company of others and seek comfort as needed from the childminder. This demonstrates the secure bonds that have developed. Children's individual care needs are met, well as the childminder gathers detailed information from parents before they start. This provides children with continuity in the care that they receive. Children behave well as they take on individual responsibility to tidy away after themselves. They competently use the hand-held vacuum and wipe away a corn flour mix from an earlier activity. They show awareness of the house rules and have devised a selection of laminated reminder notices to refer to. The childminder raises children's awareness of how to keep themselves safe. For example, she demonstrates how to use tools safely as they independently prepare their own lunches. Children enjoy a varied and balanced diet. This is complemented by regular visits to the park and use of a large, local hall to develop their physical skills and promote their good health.

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

The childminder has successfully addressed her previous recommendation. She now uses effective assessments to plan monthly themes and cover all aspects of children's learning. She uses self-evaluation well to clearly identify her priorities for improvement and values the input of both parents and children in this process. She has developed many areas of her practice, and meets regularly with other providers to monitor the educational programmes and keep herself up to date. The childminder has completed safeguarding training, so understands her responsibility to protect children and the action to take should any concerns arise. However, her professional development programme does not specifically focus on enhancing her consistently good level of teaching to a higher level. Nonetheless, a recent course on special educational needs and/or disabilities has encouraged her to reflect upon the way that she offers resources to children. As a result, she ably improves children's engagement.

Setting details

Unique reference number	256099
Local authority	Norfolk
Inspection number	866995
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	21 January 2009
Telephone number	

The childminder was registered in 1995. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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