

Childminder Report

Inspection date

11 May 2015

Previous inspection date

14 December 2010

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's good teaching practice is based on her secure knowledge and understanding of how to effectively promote the learning and development of young children. The setting is very much child-led. Planned activities build on children's interests and meet their individual needs. As a result, children make good progress towards the early learning goals.
- The childminder communicates effectively with parents to share information about their children's day. She has well established links with other settings children also attend and regularly shares information, to promote continuity. This supports good practice and the sharing of ideas.
- The childminder fully understands her role and responsibility to safeguard children. All adults in the household have undergone checks to ensure they are suitable to have regular contact with children.
- The childminder is committed to providing children with high quality care and education. She regularly reflects on and evaluates her practice to achieve ongoing improvements. The childminder keeps up to date with training and regularly meets with other childminders to share ideas. 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 their children receive, stating that they would not hesitate to recommend the childminder.

It is not yet outstanding because:

- The childminder does not consistently use observations to track children's progress to precisely identify what children need to learn next. This means that children's individual plans for future learning are not sharply focused enough to consistently raise children's levels of achievement.

What the setting needs to do to improve further

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

- enhance how information gained through observation is used to track children's progress even more precisely, in order to help further raise children's levels of achievement so they make the best possible progress.

Inspection activities

- The inspector observed activities in the playroom and the garden.
- The inspector spoke with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at a range of records, including planning documentation, records of children's learning and development, written risk assessments, a selection of policies and the childminder's self-evaluation form.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector 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

Children engage in a good range of freely chosen play experiences. The childminder provides sufficient time for children to explore their environment and create their own play. This means that they become active learners. The childminder is nearby to offer support. For example, young children place wooden shapes in a shape-sorter and experiment with a variety of creative materials. The childminder gets down to the children's level, and joins in with their play. This ensures that they can get the best from the activities provided. Children confidently explore the stimulating play environment. For example, they enjoy finding plastic insects hidden around the garden. The childminder encourages older children to identify colours and count how many insects they have found. She extends children's vocabulary as a matter of routine and skilfully questions them to extend their understanding and learning. The childminder responds well to toddlers' 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 good

Parents and children are warmly welcomed into the childminder's home and form trusting relationships. Children are happy, settled, and enjoy spending time with the childminder. They seek her out for reassurance and support when they need it. This shows that children are very comfortable in their environment and as a result, feel safe. The childminder is a good role model and provides clear guidance for children about what is acceptable behaviour. She uses constant praise and encouragement throughout activities. Consequently, children behave well. The childminder promotes children's confidence in meeting other adults and children. For example, she regularly meets with other childminders. As a result, children's social skills are developing well. Children learn about road safety rules when out with the childminder. They also become familiar with other settings when they walk with the childminder to collect older children from nursery and school. As a result, their confidence is developing in new situations.

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

The childminder regularly reflects on her practice, she seeks the views of the children and their parents, on the service she provides. This enables her to make positive changes, and to develop and improve her good practice further. The childminder regularly observes children during their play. However, she does not analyse the information gained through observation and assessment to clearly identify children's next steps in learning. This means that children's individual plans for future learning are not sharply focused enough, to consistently raise children's levels of achievement to the highest levels. Nevertheless, the experienced childminder knows the children well and plans activities with sufficient challenge, so all children make good progress. She is flexible with activities, which means that children remain interested to learn.

Setting details

Unique reference number	256270
Local authority	Norfolk
Inspection number	867004
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	18
Name of provider	
Date of previous inspection	14 December 2010
Telephone number	

The childminder was registered in 1996 and lives in the town of Wymondham, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, 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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