

Childminder Report

Inspection date

7 May 2015

Previous inspection date

4 November 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 good understanding of the requirements of the Early Years Foundation Stage. Children engage in a good range of freely chosen play experiences, which enable them to explore at their own pace. The childminder interacts purposefully with children to support their learning and development, and helps to prepare them well for school.
- 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 actively promotes children's confidence in meeting other adults and children. For example, she regularly visits local settings and takes children to community groups.
- The childminder provides a warm and welcoming environment, where children have consistent boundaries and familiar routines. As a result, children feel safe and secure.
- 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 children.
- The childminder is committed to providing children with good-quality care and education. She uses self-evaluation well to reflect and evaluate her practice to achieve ongoing improvements. The childminder attends training workshops and regularly meets with other childminders to share ideas. This has a positive impact on the learning experiences she offers children.

It is not yet outstanding because:

- The childminder does not consistently make best use of available resources to extend children's thinking skills.

What the setting needs to do to improve further

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

- enhance the good progress children make, for example, by making better use of resources, such as reference books, to extend children's thinking and learning.

Inspection activities

- The inspector observed activities in the lounge, kitchen and 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 took account of parents' comments detailed in the records of children's learning 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 knows the children in her care well. She has a clear understanding of how children learn, and provides them with a good range of planned activities, that promote their learning and development. The childminder actively seeks useful information from parents about their children's current interests. She uses this information to plan suitable activities for each child. The childminder recognises that the concentration span of younger children is short and readily changes activities in response to this. She provides children with good support and asks effective questions to promote their critical-thinking skills. The childminder gets down to the children's level and encourages their conversation as they play. However, on occasions, children's learning experiences are not consistently extended. For example, the childminder does not use the reference books inside with the children to identify the insects they have found.

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

Children are very comfortable in their environment. They enjoy spending time with the childminder and demonstrate that they have built a very warm and trusting relationship. Children are encouraged to do things independently. For example, on arrival, they find their name and place it on the wall to self-register. Before going outside, children eagerly collect their shoes from the hall and show the childminder when they have independently put them on. The childminder routinely offers praise as she recognises children's efforts and achievements. As a result, their confidence and self-esteem are promoted well. Children enjoy playing in the childminder's garden. They are encouraged to explore their environment and the childminder provides good support, when appropriate. For example, she helps toddlers negotiate the step down from the decked area. Consistent routines and house rules are in place, which helps children know what is expected of them, and helps promote their sense of belonging. For example, the childminder reminds children to put used tissues in the bin. She manages unwanted behaviour sensitively, taking into account children's age and level of understanding. Consequently, children behave well.

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

Partnerships with parents and others are a key strength. The childminder communicates with parents on a daily basis, to share information about their children's day. She also provides regular newsletters to give parents information about forthcoming events. The childminder observes children at play and provides parents with an accurate record of their capabilities. As a result, parents are kept well informed. Written testimonials from parents are extremely complimentary of the childminder. They state that the childminder is a caring and supportive person who always puts the children first. Parents happily recommend the childminder to others. Very well-established links with local schools and early years settings, mean that children's learning is complemented and their well-being is protected. The childminder shares information with other professionals when the need arises, so that children's care and learning needs are fully supported.

Setting details

Unique reference number	256478
Local authority	Norfolk
Inspection number	867021
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	4 November 2009
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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

