

# Childminder Report

**Inspection date**

4 June 2015

**Previous inspection date**

25 November 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 knows the children in her care well and offers an informal, relaxed approach to their learning. This allows children to be spontaneous in their choice of activities. Consequently, children learn to be independent, eager to explore and highly motivated to learn.
- The childminder provides a welcoming, family environment where children learn through play. They are happy and settled and share warm relationships with the childminder and members of her family. As a result, their emotional well-being is effectively promoted.
- The childminder uses the nearby amenities to extend children's learning opportunities. For example, she visits the beach and garden centre with the children. She provides stimulating play experiences, which help children to learn about the wider world and support the good progress in their learning and development.
- The childminder has a high regard for children's safety. She has a secure knowledge of safeguarding issues and supervises children well, in order to keep them safe.
- The childminder promotes children's communication and language skills well. She enthusiastically joins in their play and asks questions about their activities, encouraging conversation and enabling children to talk about what they know.

### It is not yet outstanding because:

- The childminder does not consistently share information on children's next steps for learning with parents, so they can extend their learning at home.
- The childminder does not always provide opportunities for children to extend their thinking and problem-solving skills further.

## What the setting needs to do to improve further

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

- extend the partnership working with parents, sharing more information about children's next steps to further promote this learning at home
- extend the opportunities for children to think about solving problems, sharing their ideas and finding different ways of doing things, for example, by using effective and probing questions.

## Inspection activities

- The inspector observed activities in the rooms where children play and in the garden.
- The inspector spoke with the childminder 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 viewed her self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through information included in the childminder's own parent survey.

## 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 has a good understanding of how to support children's play and learning as they engage in fun activities of their own choosing. She uses techniques, such as demonstrating, explaining and joining in children's play, to encourage them to talk about what they are doing and learning. When children are interested in water play, the childminder suggests they water the seeds they planted. She questions what else the seeds need to grow, embedding previous learning. She introduces simple mathematical language as they pour water between large and small containers and encourages children to count and recognise familiar shapes during sticking activities. However, the childminder does not always ask challenging questions that encourage children to think more deeply for themselves and develop their own ideas. The childminder carries out regular assessments of children's progress, to identify their next steps for learning. She shares children's achievements with parents everyday. However, she does not always share her plans for children's next steps to enable parents to contribute even more effectively to their learning at home.

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

The childminder takes children on outings in the local community. They attend a childminders' group, visit the park and a soft-play centre. This enables children to be physically active and extends their self-confidence as they meet others. They thoroughly enjoy being outside in the childminder's interesting garden, benefitting from lots of fresh air and exercise. Children make independent choices from a wide range of good quality toys and activities. These include a variety of natural materials, promoting their sensory development. The childminder is a good role model. She encourages polite behaviour and teaches children about sharing and taking turns. As a result, children are well prepared for the next stage in their learning as they move on to nursery or school. Consistent reminders and clear explanations ensure that children are fully aware of how to keep themselves safe and follow good hygiene routines to promote their safety and welfare.

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

The childminder has a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She occasionally works with an assistant, who fully understands and implements the childminder's policies and good working practices. The childminder uses appropriate guidance to monitor next steps and achievements in children's learning. She is an experienced childminder, who attends required training to update her knowledge and regularly meets with other childminders to share good practice. As a result, children make good progress in their learning. The childminder invites parents to give their feedback on the service she provides, as part of her self-evaluation. Parents comment positively on the progress their children are making, stating that they are happy and treated very much as part of the childminder's family.

## Setting details

<b>Unique reference number</b>	256715
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867039
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 November 2009
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in Bradwell, Norfolk. She occasionally childminds with an assistant. The childminder operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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