

Childminder Report

Inspection date

8 June 2015

Previous inspection date

1 December 2008

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 knowledge of how children learn. As a result, she plans interesting and stimulating activities, to support children's good progress in all areas of learning.
- The childminder has developed effective partnerships with parents. She keeps them informed of children's progress, and encourages them to contribute to children's learning in the setting.
- Children form a close relationship with the childminder, enabling them to feel safe and secure. As a result, children demonstrate confidence and settle quickly.
- The childminder is a good role model and, as a result, children's behaviour is good. She demonstrates care and concern towards children, and consistently promotes positive behaviour.
- The childminder reviews her practice and children's progress, on an ongoing basis in order to identify areas to develop. This enables her to set targets for improvement, which are challenging and achievable.
- The childminder is committed to ongoing professional development, this is maintained by accessing regular training. This helps her improve her skills and knowledge, to support children's learning.

It is not yet outstanding because:

- The childminder sometimes tells children the answers to questions too quickly. This does not always take into account the individual way in which children learn. Especially those who may need more time to think, or who need more encouragement.

What the setting needs to do to improve further

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

- enhance the already good teaching methods further, by consistently giving children enough time to process their thoughts and think of a response, valuing the many possible responses, including those that are not spoken.

Inspection activities

- The inspector observed activities both indoors and outdoors, and jointly evaluated an activity with the childminder.
- The inspector spoke with the childminder, children and parents 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 evaluations of practice and improvement plan.
- The inspector took account of the written views of parents provided at the time of inspection.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

The childminder provides an interesting and stimulating environment, both indoors and outdoors, in which children learn and develop well. They freely choose from a range of resources, which supports their independence. The childminder regularly observes children and, as a result, knows the children well. Children's language is supported, as their range of vocabulary is increased. They recognise colours, such as violet and indigo, as they play with coloured rice. However, the childminder does not yet use a full range of strategies, to support and extend children's individual learning styles. Sometimes, she jumps in too quickly to give children answers, or misses opportunities to acknowledge non-verbal responses. The childminder carries out regular assessments of children's learning, in order to ensure they are making good progress. She supports children's literacy and mathematics very well, as children have regular opportunities for counting and mark-making. This means children are developing important skills in preparation for school.

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

The childminder is responsive and caring to children's needs. She quickly changes them out of wet clothes after an enjoyable activity, playing in the water tray, so they feel comfortable. Children learn to play cooperatively alongside each other, as they share resources and take turns. They are encouraged to be independent. For example, at snack time, they cut up fruit and then share it out. Children's good health is promoted through the childminder's healthy eating policy. Also, they have regular access to the outdoors, which has equipment to support physical development. Children's safety has a high priority, as the childminder is close at hand when young children climb up the slide. She encourages them to be careful and hold on, as they have a go at climbing independently. The childminder has effective systems in place to ensure a smooth transition when children start school. She supports the children to put on their own shoes and coat, so they become more confident.

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

The childminder has a good understanding of all her legal requirements. She has a comprehensive set of policies to support all aspects of her practice. The childminder has a thorough knowledge of how to safeguard children. She has effective procedures in place if she has concerns that a child is at risk of harm. The childminder is well-qualified and has attended regular training to further her knowledge and skills. This enables the childminder to keep up to date with best practice and, therefore, improve outcomes for children. The childminder seeks the views of parents through regular questionnaires, which help her to review her practice. The childminder regularly visits local toddler groups, to enable the children to gain new experiences and interact socially with others. She also meets regularly with other childminders to discuss and share good practice. The childminder has systems in place for sharing information with the other settings children attend, to provide continuity of care and support learning.

Setting details

Unique reference number	EY218208
Local authority	Norfolk
Inspection number	855728
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	1 December 2008
Telephone number	

The childminder was registered in 2002 and lives in Norwich. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

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