

# Childminder Report

**Inspection date**

16 June 2015

Previous inspection date

11 February 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

- Children are engaged and motivated in their learning, as the childminder plans interesting and challenging activities based on children's interests. This means children make good progress in their development.
- The childminder has developed a communication rich environment. She models language, engages in conversations, and asks open-ended questions to encourage children to talk and interact.
- Children build secure emotional attachments with the childminder. The childminder joins in with children's play, as they explore and investigate. This means children's development is supported and they learn to make relationships with others.
- Children are encouraged to adopt healthy lifestyles. The childminder supports and encourages them to eat and drink healthily. The outdoor environment is rich in opportunities, to support children's physical development.
- The childminder regularly takes children on visits to interesting places in the community. This supports children in their social skills, and enables them to gain new experiences. For example, she takes the children to the local library.
- The childminder regularly looks at ways to improve her skills and knowledge, through a range of opportunities available to her. This supports her ongoing professional development, and secures improvements to her practice.

### It is not yet outstanding because:

- The childminder does not yet consistently work with parents, to gain a thorough understanding of what children know, and can do, when they first start at the setting.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents by using a range of strategies to support children's learning at the setting, and at home; such as asking parents to share information about children's prior learning when they first start.

## Inspection activities

- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed activities both indoors and outdoors, and jointly evaluated an activity with the childminder.
- 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 discussed her self-evaluation and plans for improvement.
- The inspector took account of the written testimonials 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 knows the children well, as she regularly observes them while they play. As a result, she plans opportunities which are stimulating, challenging and support development in all areas of learning. The childminder shares information with parents about children's learning in the setting. However, she does not always gather information about their learning at home, to help her plan even more effectively. Children investigate and explore, as they find out about cause and effect. They use jugs and funnels to pour water in tubes. The childminder encourages the children, by asking questions to extend their thinking skills. As a result, the children are motivated, enthusiastic and willing to try out new things. Children have regular opportunities to make marks, such as using chalks outside. They also develop their counting skills, for example, when playing hide-and-seek. These activities support children to gain important skills in maths and literacy, for when they start school.

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

Children become independent, as the childminder gives them opportunities to do things for themselves. They wash their own paint brushes, and are encouraged to use tissues appropriately. Children are confident as they interact with the childminder, and have regular opportunities to interact with others, such as at toddler groups. The childminder regularly gives children choices and seeks their opinions. She acknowledges the different ways in which children communicate, including non-verbal ways. This supports their self-esteem and well-being, as the children feel valued. The childminder is a good role model. She sits with children at lunchtime, modelling healthy eating and good behaviour. Children learn how to keep themselves safe. They practise fire drills and learn about safe practices when out and about. The childminder has effective procedures to support children to settle in when they first start. She offers flexible settling-in sessions, to ensure children have a smooth transition into the setting.

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

The childminder has a good knowledge of how to keep children safe. She has a clear policy on how to report concerns about children, and is aware of the signs and symptoms of abuse. This means her practice is effective in safeguarding children. The childminder meets all legal requirements, and has a thorough set of effective policies and procedures, which are shared with parents. She carries out regular evaluations of her practice and children's progress. She incorporates the views of parents and children when reviewing what she offers. This ensures she meets the needs of all children who attend. The childminder regularly meets with other childminders, to share ideas for improving practice. She also visits other settings, to gain suggestions for how to improve her provision. Consequently, children have a good quality learning experience, which enhances their development. The childminder is well qualified and uses her knowledge and skills in all aspects of her practice, consequently, the quality of teaching is good.

## Setting details

<b>Unique reference number</b>	256365
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867009
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 February 2009
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Horsford. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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