

# Childminder Report

## Inspection date

17 June 2015

## Previous inspection date

12 May 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 quality of teaching is good. The childminder is skilled at providing for children's individual needs and interests. As a result, children enthusiastically engage in activities and are keen learners. They are making good progress and acquire the key skills required for the next stage in their learning.
- Children benefit from being cared for in a welcoming, family home where they feel safe and secure. The childminder builds very strong bonds with children in her care, which promotes their emotional well-being very effectively.
- The childminder promotes children's health and safety well. She has a secure knowledge of safeguarding issues and supervises children well, in order to keep them safe.
- The childminder teaches children about the world around them through planned topics and outings. They recall learning about millipedes and woodlice and eagerly search for insects in the garden to examine through their magnifying glass.
- The childminder provides good levels of praise and encouragement, which helps to build children's confidence and support their understanding of acceptable behaviour.
- Children have good opportunities to develop their love of books as they frequently listen to the childminder read their favourite stories or those based on the current topic and they regularly visit the library.

### It is not yet outstanding because:

- The childminder does not gather precise information from parents about children's learning when they first start, which enables her to sharpen the starting points for assessment.
- The childminder does not consistently share information about children's next steps in learning with parents, so they can further extend their child's learning at home.

## What the setting needs to do to improve further

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

- enhance strategies for parents to provide information to strengthen arrangements that identify children's starting points
- broaden the information given to parents about what their child needs to do next in their learning, so that they can continue this at home.

## Inspection activities

- The inspector observed activities indoors and outside.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a focused observation.
- The inspector looked at activity planning, records of children's learning and a selection of policies and procedures.
- 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 written testimonials and information in their child's assessment records.

## 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 activities. She uses techniques, such as demonstrating, explaining and questioning to encourage them to talk about what they are doing and learning. She shows children how to use small nets to fish for plastic sea creatures placed in a bowl. She asks questions to check what they remember from related outings and stories. As a result, children have fun learning about nature and develop good coordination skills. The childminder follows children's interest in sand play. She shows them how to build castles by completely filling their bucket with the sand. Therefore, children concentrate and persist to achieve an end result that they are satisfied with. Mathematical language, counting and shape recognition are threaded throughout activities. Children make good progress in their communication and language development. The childminder engages children in conversation during activities and introduces new words to extend their vocabulary. She shares children's achievements with parents every day. However, she does not always share her plans for children's next steps in learning to enable parents to contribute even more effectively to their child's learning at home.

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

The childminder knows the importance of children feeling secure and comfortable in her home. She collaborates with parents and puts good settling-in procedures in place to suit children's emotional well-being. Parents provide detailed information about children's care needs and routines when they start. However, they are not always asked about what their child already knows and can do on entry to her setting, so the childminder can accurately assess their starting points for learning. Children learn good hygiene routines. They enjoy healthy meals that the childminder presents imaginatively, so children are encouraged to eat well. For example, she cuts their sandwich in a starfish shape linked to a topic on sea creatures. Children enjoy daily opportunities for exercise and fresh air, which promotes their good health. The childminder actively contributes to promoting children's confidence and social skills as she regularly takes them to community groups where they meet other children and adults.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Policies and procedures that support children's health, safety and well-being are successfully implemented. The childminder keeps a check on children's progress and the activities they take part in. This helps them to make good progress in their learning. The childminder has effective systems to evaluate her practice. She recognises her strengths and areas for improvement, and links with other childminders to share knowledge and ideas to further improve the outcomes for children. Parents provide positive feedback about the quality of childcare that the childminder provides. They comment that their child loves to attend and is making good progress.

## Setting details

<b>Unique reference number</b>	EY383468
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	858821
<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>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 May 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Wymondham, Norfolk. She operates all year round from 7.45am 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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Piccadilly Gate  
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