

Childminder Report

Inspection date

29 June 2015

Previous inspection date

26 November 2010

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		Outstanding	1
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

- Children are active and inquisitive learners who enjoy their play. This is because the childminder places a high priority on adapting a wide range of interesting activities for all ages of children, that reflect their interests and learning styles. As a result, all children make good progress and acquire a wealth of skills required for the next stage in their learning.
- The childminder skilfully promotes young children's emerging language skills. She engages them in conversations throughout their play and models new words and phrases. Her gentle questioning encourages children to extend their own thinking and problem-solving skills.
- Children's emotional well-being is exceptionally well supported by the childminder. She collaborates very well with parents and puts excellent settling-in procedures in place. Therefore, children quickly become accustomed to their new environment and routines, and are extremely happy in her care.
- The wonderful outdoor environment superbly enhances children's learning opportunities. Children talk very knowledgeably about the creatures living in the pond at the end of the garden. They learn about birds and insects, build dens and learn how to safely manage risks. Children help grow some of the fruit and vegetables that form part of their snack and quickly learn to make healthy eating choices.
- The childminder uses very successful systems to evaluate and monitor all aspects of the provision and inform continuous improvement. She attends training and undertakes research to further enhance her skills and knowledge and consolidate her practice.

It is not yet outstanding because:

- The childminder does not consistently share her planning for children's next steps with their parents, so that they are able to further support children'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:

- broaden the information given to parents about what their children need to do next in their learning, so that they can continue to support that learning at home.

Inspection activities

- The inspector observed activities in the rooms where children play and in the garden.
- The inspector spoke with the childminder, her assistant 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 records.
- The inspector checked evidence of the suitability and qualifications of the childminder, her assistant and viewed the childminder's self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through written testimonials and 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 works tirelessly to provide exciting and stimulating activities for all children, inside and outdoors. Children's natural curiosity to explore and use their senses is encouraged as they relish the opportunity to play in sand, water, soil and the recently created outdoor gravel pit. They recall with excitement visits to the pond. Children are proud of the large wall display showing some of the animals that they found at the pond and have made using their emerging creative skills. Children successfully develop the skills, attitudes and dispositions they need to be ready for the next stage in their learning and starting school. For example, they become very confident individuals and develop excellent social skills, as they play with other children and interact with adults in the setting. Children thoroughly enjoy stories, listening attentively while the childminder reads. The childminder encourages children to retell stories with props, supporting their understanding and language development well. She extends children's mathematical learning during activities. For example, she talks about size, shape and colour and encourages children to count while they create their own play zoo. Consequently, children make good progress in their learning and development.

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

The qualified childminder is highly proficient at building warm and trusting relationships with parents that help their children to feel emotionally safe and secure. She and her assistant ensure children are nurtured and thrive because they fully understand and meet children's individual needs. The childminder constantly celebrates children's achievements with enthusiastic praise. This effectively boosts their confidence and self-esteem. Through the childminder's sensitive guidance, children learn to share resources, use excellent manners and interpret the feelings of other children and adult carers really well. Children are physically active and show increasing levels of skill in managing risk and their own safety. For example, children climb and balance with increasing control and coordination and are aware of their own limitations. These superb experiences support children exceptionally well in developing the skills that they need to adopt a healthy lifestyle.

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

The childminder fulfils her responsibilities in meeting all the requirements of the Early Years Foundation Stage. She works closely with an assistant who is fully aware of her policies and working practices. Together, they make a dedicated team who work effectively to ensure that children make good progress in their learning and their care needs are well met. The childminder has a good understanding of safeguarding and to ensures that children's well-being is paramount. Parents are well informed about the activities enjoyed by the children and their achievements. However, the childminder does not always share her plans for children's next steps, to enable parents to contribute even more effectively to their children's learning. Parents express how happy they are with the provision, their children's progress and the strong bond that children develop with their

carers.

Setting details

Unique reference number	256664
Local authority	Norfolk
Inspection number	867035
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	26 November 2010
Telephone number	

The childminder was registered in 1987 and lives in Scarning, Norfolk. She holds an appropriate childcare qualification at level 3. The childminder works with an assistant. She operates Monday, Tuesday, Wednesday and Friday from 7.30am to 6pm all year round, 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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