

Childminder Report

Inspection date

29 June 2015

Previous inspection date

13 October 2009

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 works effectively with her co-childminder. They monitor the quality of practice together and identify strengths and areas for development. As a result, care and learning for all children is good.
- The childminder demonstrates effective partnerships with parents and others. Parents are kept fully informed about their children's day and are actively encouraged to remain involved in their children's learning and development in the setting and at home.
- The childminder supports the promotion of children's communication and language skills well. She responds well to the babbles and gestures of babies and engages older children in conversation. As a result, children become confident communicators.
- The childminder provides good quality teaching that supports children's learning and development. She plans stimulating activities that build on what children already know and promotes their continuing progress towards the early learning goals.
- Children develop a firm sense of belonging because the childminder follows consistent routines that help them know what happens next at any point in the day. Established routines for sleeping and feeding are continued to promote consistency of care.
- Children's emotional and physical well-being is promoted well. The childminder has a good awareness of the types of abuse and the signs and symptoms associated with them. She knows how to report concerns, which helps to protect children from harm.

It is not yet outstanding because:

- The childminder is less focused on promoting routine activities, such as snack time as social occasions. Children sit in a line on the mat and watch television as they eat, which means interaction is not of the same high quality as other times.
- The childminder has not yet focused her professional development on specific areas of practice, in order to support her to achieve outstanding care and learning for all children.

What the setting needs to do to improve further

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

- strengthen the plans for professional development and highlight specific areas of practice to extend, in order to achieve and maintain outstanding practice
- make better use of daily routines to promote them as social times and recognise the learning opportunities for children.

Inspection activities

- The inspector observed activities in the lounge and the garden and viewed all areas of the premises used for childminding purposes.
- The inspector spoke with the childminder at appropriate times throughout 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 of all household members, qualifications of the childminder and the childminder's self-evaluation form.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

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

Children make good progress in their learning because the childminder has a comprehensive understanding of how children learn. Observation and assessment is used effectively to identify where children are in their learning and what the childminder needs to do to support their continuing progress. She plans and delivers highly challenging and stimulating activities that children enjoy and supports them to reach their expected levels of development. The quality of teaching is good and sometimes outstanding, supporting children to develop the skills needed to be ready for school. Children develop good creativity. For example, their imaginations are triggered when they find a spider. Children use strings from the threading tub to make a web and use the number beads to create a spider. Children confidently say what numerals they are using. The childminder extends their learning as children hold up two numbers together and she shows them how combinations of numbers make bigger numbers.

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

The childminder is a good role model and manages children's behaviour sensitively, taking into account their ages and levels of understanding. As a result, children understand what is expected of them and learn to be kind and considerate to others. Children develop good friendships with each other, although some routine activities do not actively promote children's social skills. Children are exceptionally happy and settled. They have very good, close bonds with the childminder and confidently go to her for support with activities. Babies readily snuggle up to her be fed and cuddled. Children are confident, readily making choices about their own play. They enjoy being outdoors and confidently suggest activities they would like to do, such as picking strawberries for tea. Children understand health and safety rules. For example, they know that the strawberries have to be washed before they can be eaten. Children manage their own personal hygiene needs, relevant to their age.

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

Children's achievements are supported well because the childminder is well qualified and has a clear understanding of her strengths and weaknesses. She recognises that in recent years she has not attended workshops and training to extend her childcare skills and knowledge. For example, she knows that her knowledge of how to manage children with special educational needs and/or disabilities is not as thorough as it could be. The childminder does maintain mandatory training, such as paediatric first aid to ensure that she is able to meet children's health needs in an emergency. She understands her responsibilities to meet the statutory requirements and monitors the quality of teaching and learning well. As a result, children make good progress and this is shared with parents. Written testimonials from parents affirm the high regard in which the childminder is held.

Setting details

Unique reference number	256631
Local authority	Norfolk
Inspection number	867033
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	13 October 2009
Telephone number	

The childminder was registered in 2000. She works with her sister, who is also a registered childminder. The childminder operates from 7.30am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3.

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