

# Childminder Report

**Inspection date**

1 July 2015

Previous inspection date

9 February 2010

<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 childminder has a secure knowledge and understanding of how children learn through both adult-led and child-led play. She effectively adapts her teaching to ensure that activities meet children's needs. As a result, children make good progress.
- The childminder builds warm relationships with children. She encourages them to be considerate to others and to make friends. Children are happy and settled in her company. As a result, the childminder effectively supports children's emotional well-being.
- The childminder demonstrates a secure understanding of how to keep children safe in her care. She knows how to report any safeguarding concerns and where she can access extra support if necessary.
- The childminder continues to develop her practice. She liaises closely with other professionals, including pre-school practitioners, to share knowledge and ideas. Her good links with the pre-school staff also enable her to support children in making a smooth transition when the time comes for them to start there.
- Children help the childminder to plant a variety of fruit and vegetables in the garden, which helps them to learn where their food comes from. They eagerly harvest these when they are ripe and eat them as part of their healthy snacks.

### It is not yet outstanding because:

- The childminder has yet to successfully engage all parents in the planned learning for children, in order for them to work together to meet children's learning and developmental needs.
- The childminder does not create a rich environment to encourage children to be as independent as possible in their decision making and learning, particularly in the indoor environment.

## What the setting needs to do to improve further

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

- consider further ways to involve parents in the learning and development of their children, in order for them to more effectively support children's progress at home
- provide more opportunities for children to make independent choices in their play.

## Inspection activities

- The inspector observed activities in the rooms where children play and in the garden.
- 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 records.
- 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 telephone contact.

## 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 provides a good range of activities and outings to promote children's learning and development. She engages with them during play and skilfully adapts activities to include all children. She plans activities around varying themes that children are interested in. For example, older children study mini-beasts. Children look for mini-beasts in the garden and refer to printed sheets to name what they find. The childminder introduces counting and colour matching games and links them to stories and creative activities to support children's understanding and learning. Babies enjoy opportunities to explore. They play with water on warm days, smiling when they get splashed. The childminder sets out some age-appropriate toys before children arrive each day. For example, some baby toys are accessible, such as rattles and those with buttons to press. However, most of her toys for use indoors are not accessible to children, meaning that they cannot make independent choices and add to their play. The childminder constantly talks to children, commenting on what they are doing, building their understanding and extending their vocabularies.

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

Children have positive relationships with the childminder. They enjoy her praise and reassurance and go to her for support. She provides flexible settling-in sessions and gathers detailed information before children start about their routines and care needs, particularly for babies. This means children settle quickly and their individual needs are met well. The childminder promotes a healthy lifestyle. She encourages children to drink regularly, applies sun cream and provides a shaded area in the garden so they can safely play outdoors during very hot weather. Everyday routines and discussions teach children about good personal hygiene. Children are physically active and babies have space to crawl safely, developing their physical skills. Children learn how to stay safe when on outings, as they are taught about road safety.

### **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 in place and are successfully implemented. The childminder keeps check on children's progress and the activities they take part in. This helps children to make good progress in their learning. The childminder talks to parents about their children's progress and offers some opportunities for them to see assessment records and contribute their views. However, she has not thought creatively about how she can communicate and fully involve parents in sharing their children's progress and learning. Self-evaluation is progressing well and the childminder has a good understanding of how she wants to improve her provision in the future.

## Setting details

<b>Unique reference number</b>	256467
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867020
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2010
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Swanton Morley, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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