

# Childminder Report

**Inspection date**

3 September 2015

Previous inspection date

24 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder establishes effective partnerships with parents and other professionals to ensure the children benefit from consistency and continuity in their learning and care. Parents value the service she provides and share that their children are well cared for and feel safe.
- The childminder has a good understanding of how children learn and develop. She is committed to ensuring children have equal opportunities to achieve their best potential and enjoy themselves at her home.
- The quality of teaching is good. The childminder provides stimulating and challenging activities which support children's interests and individual stage of development. Children are highly engaged and make good progress.
- The childminder establishes warm, respectful relationships with the children. She is a good role model and has high behavioural expectations which are clearly and consistently communicated to children. Children are confident and demonstrate they feel safe and secure.

### It is not yet outstanding because:

- Information gathered from parents when children start does not consistently include parents' contributions about what their children can already do.
- The childminder does not always make the most of professional development opportunities to further develop her good practice to support children to achieve to the highest levels.

## What the setting needs to do to improve further

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

- enhance the arrangements for gathering information from parents when children start to clearly establish children's starting points so that this can be taken into account when planning for their future learning
- engage in available continuous professional development opportunities to ensure knowledge is kept up to date and so that teaching skills are improved to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's qualification and training certificates and evidence of the suitability of adults living in the childminder's home.
- The inspector took account of the written views of parents.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a sound understanding of the requirements of the Early Years Foundation Stage and implements it well. Arrangements to safeguard children are effective. Children's safety is at the heart of her practice and she thoroughly understands her role and responsibilities to protect children from harm. She regularly attends relevant safeguarding and paediatric first-aid training to update her knowledge. She reflects on the impact of her practice in supporting children to make good progress. However, she has not recently accessed other training and development opportunities to improve her knowledge and practice to the highest level. Parental feedback is very positive, specifically detailing how happy children are and the childminder's reliability.

### Quality of teaching, learning and assessment is good

The qualified and experienced childminder skilfully extends children's learning as they play. She observes the children and accurately assesses their progress. The childminder quickly identifies any gaps in children's progress and offers support where it is needed. She knows the children very well and supports their individual interests to motivate them to join in with activities. Children are motivated, enthusiastic and deeply engaged in activities. The childminder supports them to develop and try out their own ideas. Children pour and mix together soft dough, cereal and dry pasta. They compare the size of containers to consider which is suitable to hold the volume of the mixture they have created. There is a sharp focus on developing communication and language skills and children are confident communicators. The childminder talks to them as they play, giving them time to reply to her careful questioning. The childminder establishes good partnerships with parents, regularly sharing details of their child's learning and development with them. However, she does not gather detailed information from parents about children's starting points to immediately plan and build on what they can already do.

### Personal development, behaviour and welfare are good

Children are happy and confident as they play and explore. The childminder ensures settling-in arrangements are flexible to meet children's individual needs and to establish firm bonds with them. Children learn about road safety as they frequently go on outings with the childminder, such as visits to the woods where they also learn how to enjoy the natural environment safely. The childminder establishes good links with other early years providers and local schools, sharing information about children's progress to promote continuity in their care and learning. Children are well prepared emotionally for the next stage in their education, and talk happily about the forthcoming move on to school.

### Outcomes for children are good

All children make good progress. Children develop good independence in their personal care and enjoy doing things for themselves, such as putting on their shoes to go outside. Older children acquire good skills to support their start at school. They can write their names and are developing good mathematical skills.

## Setting details

<b>Unique reference number</b>	256300
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	871599
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 February 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in King's Lynn, Norfolk. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

