

# Childminder Report

**Inspection date**

17 September 2015

Previous inspection date

30 June 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

- Children are active and inquisitive learners who enjoy their play. The childminder provides fun, high-quality learning experiences for children that reflect their interests and learning styles. She continually extends children's knowledge during conversations and activities. All children make good progress and acquire a wealth of skills, which are required for the next stage in their learning.
- The childminder provides a welcoming, child-centred environment where children feel safe and secure. She interacts with children in a positive manner and at their level, providing them with lots of encouragement and praise. This ensures children are confident and self-assured and supports their physical and emotional well-being.
- Leadership is strong. The childminder establishes effective partnerships with parents. She shares information about children's learning and development and invites parents to add their own comments to assessment records. Parents are well informed to extend children's learning at home.
- The childminder effectively supports children to develop good language and communication skills by introducing new words and talking with the children about what they are doing as they play and learn.

### It is not yet outstanding because:

- The childminder occasionally misses opportunities to stretch children's critical-thinking skills by providing them with ample time to think for themselves, in order to test their own ideas.
- Partnership working with other providers of care and education is sometimes not fully effective in promoting shared learning, in order to extend children's individual development even further.

## What the setting needs to do to improve further

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

- build on children's abilities to think critically by making sure they are always given time to think about and formulate their own responses
- extend partnership working with other settings that provide care and education for the children, in order to enhance children's learning experiences even further.

### 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 spoke with the childminder and children at appropriate times during the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as 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 the childminder's self-evaluation.
- The inspector took account of the views of parents provided through written testimonials.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is very experienced and continually strives to provide a high-quality provision that meets the individual needs of the children and their families. She constantly reflects on her practice, undertakes online training and shares good practice with other professionals. This has a positive impact on the overall provision and the good outcomes for children. The childminder has detailed information about the progress each child is making. This is shared with parents and used effectively to identify what children need to do next. However, the childminder does not frequently share information with other settings children attend and this does not maximise the continuity of their learning. The arrangements for safeguarding are effective. The childminder has a secure knowledge of child protection issues and supervises children well to keep them safe.

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

The quality of teaching is strong. The childminder knows children's abilities and provides them with a range of stimulating activities and outings that ignite their interest and promote their learning well. Children are articulate, confident and competent learners who are well prepared for starting school. The childminder uses a variety of teaching methods, such as demonstrating how to do things and giving children guidance as they play. Mathematical language, counting and colour recognition are threaded through activities. Children develop early writing skills as they handle resources confidently, including large chalks and pincers. They are naturally curious and explore how things work, such as magnets. Children enjoy stories, listening attentively while the childminder reads. She introduces new vocabulary as she names what they see in pictures and asks questions so children can share their views. However, she is sometimes too quick with her questions and children do not have time to think for themselves and reply.

### Personal development, behaviour and welfare are good

The childminder provides a nurturing, child-centred environment where children develop high levels of independence and emotional security. She understands the care needs and backgrounds of the children attending, as she gathers detailed information from parents when their children first start. Children form strong bonds with the childminder. She is a good role model and treats each child with genuine regard. Children learn to be kind, considerate and respectful of others. They thoroughly enjoy being outside in the fresh air, exploring and playing in the childminder's garden, going to the park or feeding the ducks. The childminder teaches children safe practices, such as how to cross the road safely, so they learn to identify risks independently. Children's health is promoted well and they learn about good personal hygiene through routines and visits, including to the dentist.

### Outcomes for children are good

All children make good progress. They are learning to be independent in their self-care, make choices and confidently express themselves. Children listen well, follow simple instructions, concentrate for extended periods and are keen learners who are well prepared to start school.

## Setting details

<b>Unique reference number</b>	256222
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864577
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 June 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Sculthorpe, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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

