

# Childminder Report

**Inspection date**

6 October 2015

Previous inspection date

27 April 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
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 has effective partnerships with parents. She communicates with them on a daily basis and shares information about their children's day.
- Children make choices about what they want to play with from a wide range of toys. The childminder has a good understanding of how children learn and supports their play and development well. Children make good progress.
- The childminder plans regular trips out and attends local groups with the children. This teaches them about the local community and builds their confidence as they meet with other adults and children.
- Children feel safe and secure in the childminder's care as she provides a warm and welcoming environment, where they have consistent boundaries and familiar routines.
- The childminder holds a current paediatric first-aid qualification. She completes visual checks before the children arrive each day to maintain a safe environment for them to play in.
- The childminder is committed to providing children with good quality care and learning experiences. She regularly seeks the views of parents. This enables her to make positive changes and to develop and improve her good practice further.

### It is not yet outstanding because:

- The childminder's professional development programme does not yet focus on a more varied range of training to broaden her skills and knowledge, in order to further enhance the quality of teaching and learning.

## What the setting needs to do to improve further

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

- enhance the quality of teaching and learning further by reviewing professional development plans so that training is more sharply focused and targeted on broadening knowledge and skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as records of children's learning and development and a selection of policies.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also looked at information included in the childminder's own parent survey.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder observes children during activities, accurately assessing their progress and identifying their next steps in learning. She encourages parents to view their children's records regularly so that they are fully aware of their children's achievements. Some children in the provision attend other early years settings. The childminder is aware of the importance of working in partnership with others who also provide care and learning for the children. This supports good practice by providing continuity of care and a shared approach to promote children's learning. The arrangements for safeguarding are effective. The childminder understands her role and responsibility to safeguard children. All adults in the household have undergone checks to ensure they are suitable to have regular contact with children. The childminder keeps up to date with mandatory training, such as child protection and first aid. However, she does not consistently broaden the range of training to extend her knowledge further.

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

The experienced childminder provides children with a good range of activities that help to engage them and build on their interests. Children experiment with tools and toy vehicles to make tracks in play dough. They enjoy the new experience and use their imagination as they pretend the vehicles have become stuck in the dough. The childminder gets down to the children's level and joins in with their play experiences. She provides appropriate support and promotes the development of children's speech and language skills well. She encourages children to say words, such as squash and squiggly, sensitively repeating them back so that they can hear them pronounced correctly. The childminder uses every opportunity to extend children's learning by introducing shapes, colours and new vocabulary as children play. Children make good progress and are well prepared for the next stage in their learning, such as nursery or school.

### Personal development, behaviour and welfare are good

Children are happy, settled and confident within the childminder's home. The childminder takes time to support new children to settle and works with parents to make sure she meets children's care needs well. The childminder provides children with simple rules about how to behave so that they have a clear understanding of what is expected of them. She gives constant praise and encouragement throughout activities, enabling children to develop their self-esteem and confidence. Children learn to share and take turns. They have daily opportunities for exercise and fresh air, which promotes their good health. Children learn about road safety rules when on outings with the childminder.

### Outcomes for children are good

The childminder has high expectations of all children and places a strong emphasis on helping them to become independent in preparation for school or the next stage of their learning. She ensures that they have the practical skills they need, such as being able to take off their shoes and put on their coat. The childminder works well with parents to put consistent approaches in place if there are any identified areas in the children's development that needs support. This ensures that children make good progress.

## Setting details

<b>Unique reference number</b>	257989
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	864614
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	27 April 2010
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Norwich, Norfolk. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-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

