

# Childminder Report

**Inspection date**

6 October 2015

Previous inspection date

30 March 2011

<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, that reflect children's 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, required for the next stage in learning.
- The childminder uses good systems to share information with parents and other early years settings that children attend to maintain a continuous approach to children's care, learning and development.
- Children's good health and well-being is successfully promoted. They learn about hygiene practices, enjoy healthy snacks and participate in a variety of physical activities, both outdoors and in the local community.
- Children's physical development is supported well. They learn how to manage risks for themselves as they play in the childminder's garden. Children use their finger and thumb movements very well when fixing construction resources together or painting, in preparation for early writing.
- The childminder successfully evaluates her service and gains the views of parents and children to consider what works well and what changes to make. She has clear aims for the future to help maintain good standards in children's care and education.

### It is not yet outstanding because:

- The childminder does not always provide opportunities for children to extend their thinking and problem-solving skills further.
- The childminder's plan for improvement does not yet enable her to pursue excellence in all areas of her practice. She has not yet implemented a strategy to support her continuing professional development.

## What the setting needs to do to improve further

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

- extend the opportunities for children to think about solving problems, sharing their ideas and finding different ways of doing things
- strengthen the professional development plans so that they are even more targeted to help achieve and maintain a higher level of practice.

### 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.
- The inspector carried out a focused observation of a planned activity within the setting and accompanied the childminder to collect children from school.
- The inspector looked at relevant documentation, such as 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 the childminder's self-evaluation and improvement plan.
- 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 committed to her role. This is reflected in the extremely positive comments received from parents. She understands the requirements of the Early Years Foundation Stage and implements them well. The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse and knows the appropriate action to take if she has concerns about a child. She checks the safety of her premises, risk assesses the venues for outings and supervises the children well to keep them safe. The childminder regularly reflects on practice and gathers the views of others to help her evaluate what she provides. She views websites to keep her up to date with current guidance and legislation. However, her professional development plans are not sharply focused on raising the quality of learning experiences for children to the very highest level.

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

The quality of teaching is good. The childminder fully understands how children learn through play. She provides a broad range of activities and outings that interest the children and cover all areas of learning. Children are eager and motivated to explore and learn. The childminder engages children well and threads learning through their play. They confidently invite her to join in their imaginative tea-party play. She counts bricks as children build and supports them to recognise and name different colours as they paint. Children learn that print carries meaning as they hang their coat on their named peg. Older children are beginning to recognise familiar letters and link these to sounds. The childminder uses techniques, such as, demonstrating, explaining and encouraging to support children to try new challenges. However, she does not always ask inspiring questions that encourage children to think deeply for themselves and develop their own ideas. Children's progress is monitored effectively as the childminder makes observations and accurate assessments of their capabilities. She shares these with parents so they are involved in their children's learning to support this at home.

### Personal development, behaviour and welfare are good

Children are extremely comfortable and happy with the childminder. They develop strong attachments with her and friendships with other children attending. The childminder uses praise and encouragement to motivate children to learn and promote positive behaviour. She establishes clear rules and boundaries and encourages children to be kind, share and play cooperatively. The childminder works alongside parents to ensure that children settle into her setting and she is flexible in meeting children's individual needs. Children independently manage their personal care needs and are confident in the company of others. Familiar routines and hygiene practices keep children safe and healthy.

### Outcomes for children are good

Children make good progress as the childminder knows how to promote their learning and development successfully. They have daily opportunities to develop their listening and communication skills and are encouraged in their independence. Children are enthusiastic learners, who are well prepared for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	256422
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867016
<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>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 March 2011
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in East Harling, in Norfolk. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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