

Childminder Report

Inspection date

13 October 2015

Previous inspection date

15 July 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a warm and caring environment for children in which they can learn and explore. Children feel happy and enjoy lots of individual attention which helps them to feel safe and secure.
- Children make good progress in their learning and the quality of teaching is good. The well-qualified and experienced childminder has a good understanding of the Early Years Foundation Stage. She provides an interesting range of activities to promote children's learning and development.
- The childminder takes children to places in the community, such as the library, and regularly attends local toddler groups. Children also become familiar with other settings when they accompany the childminder to collect older children from nursery and school. This helps to extend children's confidence which contributes well to their move on to nursery or school.
- Parents are kept well informed about their children's day. The childminder observes children as they play and provides parents with an accurate record of their capabilities.
- The childminder has developed effective links with other settings that children also attend. She communicates with them to ensure that everyone works together to share information and provide continuity in meeting children's learning and care needs.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to extend children's mathematical development further.

What the setting needs to do to improve further

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

- make better use of everyday opportunities to reinforce children's mathematical development in meaningful and purposeful ways.

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 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 the childminder's self-evaluation, planning documentation, records of children's learning and development, written risk assessments 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.
- The inspector took account of parents' comments from information included in the childminder's own parent survey.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a strong commitment to promoting a high-quality provision. She evaluates and reflects on all aspects of her practice to identify and address areas for development. She seeks the views of parents and children through questionnaires. Parents comments received during the inspection are very positive. The childminder has completed a formal childcare qualification since her last inspection which has had a good impact on the learning experiences she now offers children. She attends training courses whenever possible, in order to maximise opportunities for children. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care.

Quality of teaching, learning and assessment is good

Children have free access to a wide range of toys and resources both indoors and outside. The childminder provides children with many opportunities to explore, investigate and to learn through first hand experiences. She is flexible with activities, which means that children remain interested. The childminder supports children well in developing their language and communication skills. She skilfully responds to children's vocalisations and babbles. She also supports children who speak English as an additional language to use their home language in their play. The childminder knows when to actively engage in children's play and extends learning opportunities as they arise. For example, she introduces mathematical concepts to the children as she counts and shares out conkers. However, during routine activities, such as snack time the childminder does not always reinforce this practice and extend children's skills for counting.

Personal development, behaviour and welfare are good

The childminder works closely with parents to ensure settling-in procedures for children are effective. This helps children to feel secure and at home in their environment. High levels of care are provided by the childminder and children settle very quickly in her home. The childminder is a good role model for children to follow. Children learn to share and take turns. The childminder approaches behaviour management in a calm and consistent way. She treats all children with respect and teaches them about the world around them, including the cultures and traditions of others. This helps them to respect one another and learn that people do things differently. Children enjoy healthy snacks and have daily opportunities for exercise and fresh air, which promotes their good health. Children learn about road safety rules when out with the childminder.

Outcomes for children are good

The childminder monitors children's progress by regularly tracking their development. She uses this information to plan for children's next steps in learning and shares this with parents. Children make good progress and are prepared well for the next stage in their learning, such as nursery or school. They are learning to be independent, such as cleaning their own hands before meals. They listen to stories with interest. Children's physical skills are developing well. They confidently coordinate their movements during outdoor play. They climb up the steps to the slide and carefully negotiate the low wall in the garden.

Setting details

Unique reference number	EY404515
Local authority	Norfolk
Inspection number	850573
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15 July 2010
Telephone number	

The childminder was registered in 2010 and lives in Norwich, Norfolk. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children. The childminder supports children who speak English as an additional language.

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