

Childminder Report

Inspection date

29 October 2015

Previous inspection date

28 March 2011

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 is well qualified and is proactive in keeping up to date and developing her knowledge and skills further. She attends training available to her and uses her new learning to further develop her good practice.
- The childminder has a good understanding of how children learn and develop. She skilfully follows children's lead in play to further extend their learning and support their interests.
- The childminder's accurate assessments of what children know and can do are completed regularly. As a result, the childminder plans interesting and challenging experiences for children which help them to make good progress in their learning.
- Children build secure emotional relationships with the childminder. She is highly responsive to children as she plays alongside them. This contributes towards children's self-esteem and enthusiasm for learning.
- The childminder is a good role model for children. She regularly praises them for their efforts and children learn to value, respect and include everyone in their play.
- The childminder effectively monitors the progress of all children's learning and development. This means she quickly identifies any gaps in their learning and takes effective measures to implement additional support at the earliest opportunity.

It is not yet outstanding because:

- The childminder's partnership working with parents is not yet fully effective in enabling a consistent, two-way flow of information sharing.

What the setting needs to do to improve further

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

- enhance the two-way exchange of information about children's learning, in order to fully promote consistency in children's development in the setting and at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning and development records and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a comprehensive set of policies and procedures which are implemented effectively to support her good practice. The arrangements for safeguarding are effective. The childminder has a clear understanding of the signs and symptoms of abuse and how to report her concerns. The childminder works closely with her assistant. She offers support and additional training where needed, in order to enhance the quality of her assistant's practice even further. The environment is organised to support children's free choice as they are offered a good range of toys and resources to support all areas of their learning. The childminder continually evaluates her practice and regularly seeks the views of parents and children in order to make improvements. The childminder regularly meets up with other childminders to keep up to date and share ideas for best practice.

Quality of teaching, learning and assessment is good

The childminder knows children well and supports their interests in their play in order for them to maximise their learning. Children engage in activities as they explore and play. They demonstrate good concentration and are enthusiastic to have a go at activities the childminder has organised. The childminder sensitively supports children by communicating, encouraging and modelling language. She gives them time to explore and think as younger children handle and manipulate objects with different shapes and textures, in order to investigate using their senses. Children's knowledge of number, size and shape is promoted well in the setting through plentiful opportunities to investigate, talk and learn about mathematical ideas. The childminder informs parents of the progress children make in their learning and also shares information on their daily routines. Parents welcome this communication and are complimentary of the childminder's practice.

Personal development, behaviour and welfare are good

Children are confident as they move around the setting choosing what they would like to do. Children demonstrate independence, such as younger children can competently feed themselves. The childminder supports children's growing independence by recognising their desire to have a go. The childminder promotes children's self-esteem by regularly praising children. Older children choose qualities about themselves that make them special. This supports their self-esteem and teaches them about similarities and differences. Children's physical play is promoted well outdoors through a good range of resources and activities. Children make regular outings and visit local groups to widen their experiences and develop relationships with their peers. The childminder supports children to settle quickly by gathering a range of information from parents when children first start, in order to meet children's needs.

Outcomes for children are good

Children are making good progress in all areas of their learning and in some areas are making even better progress. This means children are well prepared for moving on to the next stage of learning, and school. Children's language development is particularly well supported as the childminder introduces new vocabulary and repeats language. She adapts her style, using more simple language to provide support for younger children.

Setting details

Unique reference number	256627
Local authority	Norfolk
Inspection number	867032
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	28 March 2011
Telephone number	

The childminder was registered in 1992 and lives in Norwich. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. Occasionally, the childminder works with her husband as her assistant.

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