

Childminder Report

Inspection date

5 November 2015

Previous inspection date

4 April 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 completes all mandatory training in order to meet legal requirements. She also regularly accesses a range of opportunities to help her continue to improve her skills and knowledge and keep up to date.
- The childminder is skilful in following children's lead in play and supporting their interests. She instinctively knows when to intervene to extend children's learning and when to sit back as they test out their own ideas.
- The childminder is fully aware of children's capabilities as she makes accurate assessments of what children know and can do. She plans interesting and challenging activities to support their next steps in learning.
- Children build secure emotional relationships with the childminder. They enjoy playing alongside each other as partners in play. Children seek out the childminder for emotional support when they need to and demonstrate they feel safe and secure.
- Children are confident and independent as they are regularly given choices in their play. They independently access a wide range of toys and resources which are freely available.
- Children make good progress in all areas of learning. The childminder accurately monitors the progress children make. This means she is able to identify any gaps in learning, in order to provide additional support where necessary.

It is not yet outstanding because:

- The childminder does not always maximise children's learning in mathematics. She sometimes misses opportunities to extend learning about number, shape and size.
- Children who learn better outdoors do not always have a rich and wide variety of opportunities outside to enrich their learning and understanding of the natural world.

What the setting needs to do to improve further

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

- enhance opportunities to support children's understanding of mathematical ideas in number, shape and size even further, in order for them to make even better progress
- promote children's learning in the outdoor environment even further to enable children who learn better outdoors to widen their experiences and understanding of the natural world.

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

Children experience a homely environment in which they are nurtured. The childminder plans her environment to support children's interests and current stage of development. They engage in an interesting variety of activities which support their learning in all areas. The arrangements for safeguarding are effective as the childminder's knowledge of child protection procedures is secure. She is aware of how to report concerns about children's welfare to the relevant agencies. The childminder has a thorough set of policies and procedures to support her good practice. The childminder regularly evaluates the effectiveness of her practice. She seeks the views of parents as she encourages them to complete questionnaires to help her to identify areas for improvement. The childminder has a clear plan of future developments she would like to make, to secure even better outcomes for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She makes regular observations of children. These are shared with parents who are kept well informed of children's progress. Parents value this information and are very complimentary about the childminder's practice. Children's communication and language skills are supported well as the childminder models language and introduces new vocabulary. The childminder is highly responsive to younger children's emerging communication skills. They demonstrate good progress in this area given their age. Children experience opportunities in the community. The childminder regularly takes them to a local childminder's group where they play and learn alongside their peers, and develop new relationships.

Personal development, behaviour and welfare are good

The childminder regularly praises children for their achievements. This promotes children's self-esteem and gives them confidence to try new things. The childminder is sensitive to the emotional needs of children. She supports their emotional well-being. For example, she responds to children who are tired or want quiet time. The childminder regularly gives children choices in their play. She respects the choices they make, which empowers children to be confident in expressing their views. The childminder is a good role model. This promotes children's good behaviour. Children learn to value and respect others, and become responsible as they are encouraged to tidy away toys. Children's physical well-being is supported as they are encouraged to eat healthily and exercise. They experience a range of opportunities for physical play, such as climbing and balancing when they visit the local park.

Outcomes for children are good

Children are meeting developmental milestones expected for their age and stage of development. In some areas of learning they are exceeding expectations. Children progress well in order for them to be ready for their next stage in learning. Children develop early writing skills, such as mark making with a range of materials. This prepares them well for when they start school.

Setting details

Unique reference number	256582
Local authority	Norfolk
Inspection number	867030
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 11
Total number of places	8
Number of children on roll	13
Name of provider	
Date of previous inspection	4 April 2011
Telephone number	

The childminder was registered in 1992 and lives in Sprowston. She operates all year round, Mondays to Thursdays, from 7.30am to 5.30pm, and Fridays from 7.30am to 9am, 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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Piccadilly Gate
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