

Childminder Report

Inspection date

25 November 2015

Previous inspection date

3 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 forms effective partnerships with parents. She keeps parents well informed about their children's day through written information and daily verbal communication. The childminder observes children in their play and provides parents with an accurate record of their capabilities.
- Children actively participate in an exciting range of planned and free-choice learning opportunities. They are keen and motivated learners who are well prepared for the next stage in their learning, such as school.
- The childminder provides children with a welcoming, family environment where they safely learn through play. They are happy, settled and share warm and trusting relationships with the childminder and her assistant. This has a positive effect on children's emotional well-being.
- Children follow good hygiene routines. They have daily opportunities for exercise and fresh air, which promote their good health. For example, the childminder often plans trips to the park after collecting children from school. This means children have regular opportunities to develop their physical skills.

It is not yet outstanding because:

- Children have fewer opportunities to extend their creative and critical-thinking skills. The childminder does not always provide children with sufficient time to think for themselves or test out their ideas.
- The childminder does not consistently evaluate staff performance, in order to rigorously monitor and build on the already good practice.

What the setting needs to do to improve further

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

- enrich children's creative and critical-thinking skills even further by consistently giving them time to think about and formulate their own responses, so they make even better progress in their learning
- extend the existing systems for the monitoring of staff performance to continue to strengthen and improve on good practice.

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 and her assistant 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, planning documentation and a selection of policies.
- The inspector checked evidence of the suitability of all household members and staff working in the setting.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and assistant have a good understanding of safeguarding procedures. They know what to do if they have a concern about a child in their care. Appropriate checks are carried out on all household members and assistants to ensure they are suitable to have regular contact with children. The childminder evaluates her setting and seeks the views of parents through questionnaires. She monitors the practice of her assistant through occasional, informal discussions. However, there is scope to strengthen the performance management and monitoring systems further, to have a clear plan for building on the already good practice. Written testimonials from parents are very complimentary. They state they are very happy with the care their children receive and that their children love spending time with the childminder and other children.

Quality of teaching, learning and assessment is good

The childminder provides children with a good range of toys that builds on their interests. Children become confident and independent learners as they make choices about what they want to play with and when. The childminder and her assistant get down to the children's level and join in with their play experiences. The childminder plans activities that engage children, such as making salt dough decorations. She talks about quantities and encourages children to count as they measure the ingredients. Children develop an awareness of numbers and mathematical language. The childminder generally uses questioning well, to challenge children's thinking. However, she sometimes overlooks opportunities to promote children's critical-thinking skills. She does not always allow sufficient time between questions for children to think about and share their ideas.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. She finds out about children's individual interests and routines to promote continuity of care. The childminder and her assistant routinely offer praise as they recognise children's efforts and achievements. This enables children to develop their confidence and self-esteem. House rules are in place to help children know what is expected of them. Children develop a practical sense of responsibility as they happily help the childminder tidy away toys before selecting something else. Children gain an understanding of risk through everyday routines and outings. They practise the emergency evacuation drill and learn about road safety rules when out with the childminder. The childminder supports children to be emotionally prepared for the move to school. They become familiar with other settings when they accompany the childminder to collect older children from school.

Outcomes for children are good

The childminder checks children's progress regularly to identify any emerging gaps, so she can provide the appropriate support. She works with parents to put consistent approaches in place if there are any identified areas in the children's development that need support. All children make good progress given their starting points and capabilities. Children develop the key skills needed for the next stage in their learning, such as nursery or school.

Setting details

Unique reference number	EY338379
Local authority	Norfolk
Inspection number	873334
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	12
Number of children on roll	18
Name of provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder was registered in 2006 and lives in Diss, Norfolk. She works with an assistant and operates all year round from 7am 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. She holds an appropriate qualification at level 3.

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