

# Childminder Report

**Inspection date**

11 December 2015

Previous inspection date

16 July 2012

<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 enthusiastic about coming to the childminding setting. Children have strong attachments to the childminder and are happy, settled and confident. The childminder is attentive to children's needs and they thrive in his care.
- Partnerships with parents are good and they are fully involved in their children's learning. Written and verbal information is shared with the parents to encourage and support their children's learning at home.
- The childminder and co-childminder work effectively together to monitor all aspects of their practice. Plans for improvement are targeted and the views of children and parents are acted upon. This helps to ensure that the quality of teaching and children's learning is continually improving.
- Children are eager and inquisitive learners and are making good progress in the childminder's care. The childminder provides motivating and interesting activities based on children's interests and needs.
- The childminder has a good understanding of how children learn and develop.

### It is not yet outstanding because:

- Occasionally the childminder steps in too soon and offers suggestions to solve simple problems. This means that children do not always have enough time to consider their own solutions and work things out for themselves.

## What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to work out ways of doing things and develop their own ideas.

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector discussed with the childminder how he works in partnership with his co-childminder.
- The inspector looked at relevant documentation including children's assessment folders and safeguarding policies and procedures.
- The inspector spoke with children and the co-childminder.
- The inspector spoke to a small selection of parents during the inspection and read letters, references and questionnaires from parents.
- The inspector looked at areas of the home used by children in relation to their health and safety.

### Inspector

Dr. Gill Coathup

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the possible signs of abuse or neglect. The childminder knows the procedures to follow if he needs to report a concern about a child's welfare. Robust risk assessments are carried out regularly. The childminder and co-childminder work effectively together as a team. Very good policies, procedures and supporting documentation are in place to underpin the efficient management of the setting. The childminder attends training courses, in order to further enhance his skills and the quality of teaching for children.

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

The childminder guides and extends children's learning skilfully as they play. He understands the children's needs and places a strong focus on developing their language skills. The childminder engages children in conversations as they play. Children's mathematical development and literacy skills are effectively supported. They are encouraged to count and recognise shapes and colours as they cut up fruit for a fruit salad. They talk about the taste, colours and texture of the fruit. Children take great delight in recognising birds using the webcam on the bird table. Children very much enjoy sensory play with dough; this helps them to develop their fine motor skills. The childminder works in close collaboration with the co-childminder to evaluate children's learning, well-being and progress. This helps him to identify what the children need to learn next.

### Personal development, behaviour and welfare are good

The childminder and co-childminder provide secure and consistent boundaries for the children. Children understand the house rules very well. They begin to value, respect and learn about others and behaviour is very good. Children use a variety of resources which reflect diversity and acknowledge cultural differences. They listen carefully and happily follow instructions. The childminder supports children as they extend their social skills and build on their personal and emotional development. He supports children's physical health well. He helps the children to grow fruit and vegetables and to learn about healthy eating. The childminder is a good role model for children. He fosters their emotional well-being effectively as they settle into his childminding setting.

### Outcomes for children are good

Children are making good progress in their learning from their individual starting points. They are successfully building on what they know and can already do. The childminder makes sure children have a good grounding in the basic skills of communication and language. Children are enthusiastic, active and independent learners. They are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	256285
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1032600
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 July 2012
<b>Telephone number</b>	

The childminder was registered in 1981. He lives in Norwich, Norfolk and works with a co-childminder. He operates all year round from 7.15am until 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three-, and four-year-old children.

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