

Childminder Report

Inspection date

5 February 2016

Previous inspection date

11 July 2012

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 well-qualified childminder demonstrates a secure knowledge and understanding of how children learn through play. She interacts purposefully with the children to support their learning and development. Children make good progress and are well prepared for the next stage in their learning, such as starting school.
- Children feel safe and secure in the childminder's care as she provides a warm and welcoming environment where they have consistent boundaries and familiar routines. The childminder organises her home efficiently to ensure the children can access resources safely.
- The childminder keeps up to date with mandatory training and attends additional courses whenever possible, to continue to build on the existing good quality provision. She regularly meets with other childminders to share good practice ideas. This has a positive impact on the learning experiences she offers children.
- Children follow good hygiene routines. They have daily opportunities for exercise and fresh air, which helps to promote their good health and supports their physical well-being.
- The childminder forms effective partnerships with parents. She communicates with them on a daily basis and shares information about their children's day. Parents are actively encouraged to continue to share what they know about their child.
- The childminder effectively supports children to be aware of their own safety and work out how to manage risks for themselves.

It is not yet outstanding because:

- The childminder has not fully developed partnership working with other early years settings that children also attend, to consistently support children in making the very best progress in all areas.

What the setting needs to do to improve further

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

- strengthen partnerships and the two-way flow of communication with the other early years settings children attend, to provide more consistency for children in their learning and development to complement the good learning already taking place.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also attended an outing to collect children from nursery.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, and checked evidence of the suitability and qualifications of the childminder.
- The inspector looked at children's records, planning and a range of other documentation, including policies and procedures, and risk assessments.
- The inspector took account of the views of parents from comments in feedback questionnaires.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder observes children during activities, accurately assesses their progress and identifies the next steps in their learning. She encourages parents to view their children's records regularly, so that they are fully aware of their children's achievements. The childminder regularly reflects on and evaluates her practice to achieve ongoing improvements. She seeks the views of parents and children. This enables her to develop and improve her good practice further. Comments in parents' feedback questionnaires are very positive. The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures. She knows the appropriate action to take if she has any concerns about a child in her care. The childminder's robust policies and procedures are implemented well to ensure children are protected from harm.

Quality of teaching, learning and assessment is good

The childminder plans interesting activities that promote children's learning and development. She provides children with many opportunities to explore, investigate and learn through first-hand experiences. For example, children experiment with rice using chopsticks, small bowls and spoons. The childminder gets down to the children's level. She watches children in their play, carefully listens, and identifies opportunities to involve herself in activities to build on their learning further. She encourages children to make big and small circles in the rice and then form the initial letter of their name. Children enjoy talking to the childminder, who encourages them to talk about their friends, families and the experiences they have outside of her setting. The childminder extends learning opportunities as they arise. She encourages children to play a colour game while they walk to collect children from nursery. Children learn to identify familiar letters on the road signs.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children to settle. She finds out about children's individual interests and routines, to promote continuity of care. Children enjoy spending time with the childminder and demonstrate that they have built warm and trusting relationships. The childminder acts as a positive role model. She gives gentle reminders to support children to develop their personal and social skills. Children learn to share and take turns. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. The childminder helps children to gain an understanding of risk through everyday routines and outings. They learn about road safety rules when out with the childminder. Children regularly practise the emergency evacuation drill. 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 children from nursery and school.

Outcomes for children are good

Children develop key skills in readiness for when they start school. They learn to be independent and develop self-care skills, including opening their own food packets at lunchtime. Children enjoy looking at books independently and with the childminder. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY233768
Local authority	Norfolk
Inspection number	1017231
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	11 July 2012
Telephone number	

The childminder was registered in 2003 and lives in Fakenham, Norfolk. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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