

Childminder Report

Inspection date

9 March 2016

Previous inspection date

10 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good and at times outstanding. The childminder is well qualified, experienced and knows how children learn. She challenges and stimulates children in their play and plans interesting activities that promote their learning well. Children make very good progress from their starting points and are well prepared for the next stage in their learning.
- Children's spoken skills are very good. They eagerly join in with conversations and rapidly progress in their understanding. The childminder introduces children to new words related to their play and consistently models effective listening skills.
- The childminder is highly skilled and sensitive in helping children to form secure emotional attachments. This provides a strong base for their developing independence and urge to explore. Children thrive in the homely atmosphere. They develop very positive attitudes and their behaviour is exemplary.
- The childminder reflects on her practice well. She gains the views of parents and children to help guide improvements and maintain positive outcomes for children. Parents' very positive written feedback demonstrates that they value her professional, caring approach and the range of educational activities she offers.

It is not yet outstanding because:

- Although partnerships with parents are good overall, the childminder does not always gather as much information as possible about what children are learning at home.
- The childminder sometimes misses opportunities to promote children's early literacy skills.

What the setting needs to do to improve further

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

- gain more detailed information from parents about their children's learning at home, in order to plan ways to complement and build on these experiences
- make the most of all opportunities to develop and extend children's early literacy skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. The inspector evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, such as records of children's learning and a selection of policies and other records.
- The inspector checked evidence of the suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable and understands her responsibilities to protect children from harm. She carries out regular checks of the premises and is vigilant in her supervision of children, so that potential risks are minimised. This helps to promote children's welfare and safety. Clear policies and procedures underpin the childminder's very good practice. The childminder is committed to ongoing professional development. She regularly meets with other local childminders to share good practice and ideas. She reads publications and researches online to keep up to date with legislative changes or new initiatives. She attends relevant training to enhance her knowledge and skills, which has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

Children are articulate, excited and eager to learn. The childminder gets to know the children well through regular observations and accurate assessments of what they can do. She uses this information to plan activities based around children's individual needs and interests and adapts her teaching accordingly. Children benefit from the childminder's natural and enthusiastic engagement with them. She knows just the right time to intervene and extend play. The childminder makes good use of questioning, offering clues which help children to think. Children construct with a purpose in mind, such as when creating a station for their trains. They use their imagination, confidently share their ideas for play with their friends and happily engage in role play. The childminder's teaching of mathematics is particularly strong. She builds mathematical language into children's play from an early age, which helps to build good foundations for their mathematical development as they move towards the next stage in their learning.

Personal development, behaviour and welfare are outstanding

The childminder provides an extremely nurturing environment in which diversity is highly valued and celebrated. Children are very happy, settled and share exceptionally warm and trusting relationships with the childminder. She builds on children's confidence, self-esteem and independence exceptionally well, using every opportunity to praise and encourage them. Children's social skills are extremely well promoted. The childminder constantly commends kindness, sharing and understanding of others' feelings. Children have developed close friendships with each other. They frequently smile, laugh and giggle as they play together. The childminder takes children to local groups and on outings within the local community, so they mix with other adults and children. They benefit greatly from the childminder's extremely positive approach to outdoor learning. Children develop a very good understanding of the world and an excellent appreciation of how to stay safe and be healthy.

Outcomes for children are good

All children make very good progress from their starting points. Children are confident and independent learners who are keen to engage in a range of activities. Children acquire the key skills, knowledge and attitudes that prepare them well for starting nursery or school.

Setting details

Unique reference number	257990
Local authority	Norfolk
Inspection number	854926
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 13
Total number of places	6
Number of children on roll	20
Name of provider	
Date of previous inspection	10 May 2011
Telephone number	

The childminder was registered in 2001 and lives in Drayton, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

