

Childminder Report

Inspection date

16 March 2016

Previous inspection date

12 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 has a secure understanding of how children learn. She interacts very well with the children to support their learning and development. All children make good progress.
- The childminder forms effective partnerships with parents. She is committed to working together with them to ensure continuity of care and learning for children. Parents are kept well informed by both written information and daily verbal communication.
- The childminder demonstrates a strong commitment to promoting high-quality provision. She has completed a formal childcare qualification since her last inspection. This has had a good impact on the learning experiences she now offers children.
- The childminder evaluates her practice to achieve ongoing improvements. She seeks the views of parents. This enables her to develop and improve her good practice further. Parents' comments are very positive. They are extremely satisfied with the care and education their children receive and they recommend the childminder to others.
- The childminder provides children with opportunities to discover and learn about the world around them. For example, she plans outings to the local library, walks in the environment and farm visits. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

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

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 throughout the inspection and carried out a focused observation with the childminder.
- The inspector looked at a range of records, such as records of children's learning and development, written risk assessments, a selection of policies and the childminder's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector took account of parents' views from written testimonials and comments in feedback questionnaires.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder observes children during activities and monitors their progress by regularly tracking their development. She encourages parents to view their children's records regularly, so that they are fully aware of their children's achievements. Where gaps in children's development are identified, the childminder works with parents to put consistent approaches in place. The childminder is proactive in keeping up to date with developments in childcare practice and attends training whenever possible. Safeguarding is effective. The childminder understands the importance of keeping children safe and protected from harm. She has a good understanding of safeguarding procedures and knows what to do if she has a concern about a child in her care.

Quality of teaching, learning and assessment is good

The childminding setting is very much led by children. The childminder gets to know the children in her care well and follows their interests and suggestions for activities. Children make choices about what they want to do from a wide range of toys and resources that suits their individual stages of development. For example, children select stickers and collage materials they would like to use, and then a game they would like to play. The childminder effectively supports children's decision making. The childminder promotes the development of children's speech and language skills well. She gets down to the children's level and joins in with their play experiences. She sensitively repeats what children have said to her, so they hear the correct pronunciation of words. The childminder skilfully builds on children's learning by extending their thinking while they play.

Personal development, behaviour and welfare are good

Children are very happy and content in this homely and welcoming setting. They develop strong emotional attachments to the childminder and feel secure. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their self-esteem and confidence. The childminder places a strong emphasis on helping children become independent in preparation for the next stage of their learning. She ensures that they have the practical skills they need, such as being able to put on their own coat and shoes. The childminder supports children's emotional needs well as they cope with changes in their lives. She talks to them about what they can expect from other settings they are due to attend. Children become familiar with other settings, such as when they walk with the childminder to collect older children from school. This helps to develop their confidence in new situations. Children understand and follow rules that keep them safe, such as when practising the emergency evacuation drill and learning about road safety.

Outcomes for children are good

All children make good progress. They concentrate well, develop good physical skills and confidently use equipment, such as scissors and glue sticks. Children recognise familiar letters and numbers and have many opportunities to develop their early writing skills. Children gain many skills needed for the next stage in their learning, such as school.

Setting details

Unique reference number	EY443746
Local authority	Norfolk
Inspection number	1037140
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	12 November 2012
Telephone number	

The childminder was registered in 2012 and lives in Norwich, Norfolk. She operates all year round from 6.30am to 6.30pm, 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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