

Childminder Report

Inspection date

8 April 2016

Previous inspection date

5 February 2013

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 is well qualified and has used her improved knowledge and understanding to enhance the quality of her provision. She has made significant improvements in her practice since the last inspection to offer a good quality service.
- The childminder knows the children and their interests and capabilities extremely well. She regularly observes them as they play and uses this information to plan activities and opportunities to help them to move on to their next stage in learning.
- Children are motivated and engage well in activities. The childminder is skilful in following children's ideas and interests in play. She adapts activities to make sure all children are included, and to take account of the different ages of children who attend.
- Children are settled and happy in the childminder's care. They build a secure emotional attachment to the childminder, who is responsive and sensitive to their needs.
- The childminder has high expectations for children's behaviour. Children are encouraged to be polite and to share and take turns. Children learn to value each other and develop good social skills during play.
- The childminder regularly monitors the progress children make. She accurately identifies any gaps in children's learning. These are addressed quickly to help children to achieve their full potential.

It is not yet outstanding because:

- The childminder's programme of professional development is not yet sharply focused on ways to achieve and maintain outstanding learning and care for all children.
- The childminder does not always make the most of opportunities to extend children's learning and challenge their thinking as they play.

What the setting needs to do to improve further

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

- target the plans for professional development, in order to continue building on knowledge and skills and to improve the quality of teaching even further
- use every opportunity to extend children's ideas, encourage them to think more deeply and give them time to develop their own responses.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning and development records, and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has accessed additional training to enhance her understanding of safeguarding procedures. She demonstrates her secure knowledge of the procedure to follow if she is concerned that a child is at risk of harm. The childminder has a robust set of policies which underpins all areas of her practice. She is a highly reflective practitioner and regularly evaluates her provision. She seeks the views of parents and children to help her to review what she provides. She uses this information to draw up a plan for how she will bring about future developments, closely targeted to the needs of children and their families. She develops good links with other settings that children attend. She shares information about children's learning and development needs. This helps children to settle quickly and achieve well. The childminder values all children as individuals. Children learn about similarities and differences in the diverse world in which they live, such as, different cultures, languages and traditions.

Quality of teaching, learning and assessment is good

Children experience a broad range of opportunities in all areas of learning. Younger children quickly learn to recognise their name from a colourful display. Older children sing the alphabet and learn to recognise letters. The childminder plays alongside the children and interacts with them to promote their learning. She makes suggestions to encourage children to have a go and test out new ideas. The childminder introduces new experiences for children, incorporating their interests and learning styles. This makes learning more appealing for children. Children readily express their delight and tell the childminder they are having fun while they investigate and explore. The childminder shares good quality information with parents about children's learning and development. This helps to promote learning in the setting and at home, and keeps parents fully informed.

Personal development, behaviour and welfare are good

Children are confident as they move around the setting, both indoors and outdoors, and choose what they would like to do. They keenly express their views, make requests and are confident to ask the childminder for support, when necessary. The childminder offers appropriate praise for children's achievements to support their self-confidence and sense of self-esteem. Children develop an understanding of healthy eating. They point to pictures of fruit and vegetables which are on display and name them. Younger children copy and repeat the names. Children fully benefit from regular outdoor play. The childminder provides a range of experiences to foster their physical well-being, such as opportunities for climbing and walking in the local environment.

Outcomes for children are good

All children make good progress in their learning and some make excellent progress. Younger children develop communication and language skills to help them interact and play alongside older children. They readily copy new words and learn from their peers. All children show an eagerness to learn and gain new knowledge. They are inquisitive and ask questions to support their understanding. These key skills help children to prepare for the next stage in their learning, such as school.

Setting details

Unique reference number	256198
Local authority	Norfolk
Inspection number	1042661
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	23
Name of provider	
Date of previous inspection	5 February 2013
Telephone number	

The childminder was registered in 1999 and lives in Norwich. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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