

# Childminder Report

**Inspection date**

13 April 2016

Previous inspection date

19 January 2011

<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**

- The childminder has good teaching skills. She uses resources effectively to engage children's interest in learning and provides a wide range of stimulating activities. She has a good understanding of children's current capabilities and what they need to learn next. Children make good progress in their learning.
- Children make independent choices about their play. They are confident to try new experiences and to follow their own ideas. The childminder's positive interaction helps to enhance children's language development.
- Children form close relationships with the childminder. Her friendly and affectionate approach helps children to feel safe and promotes their emotional well-being.
- Partnerships with parents are strong. The childminder completes diaries about the children and shares regular summaries of their progress. These help to keep parents informed of their children's learning.
- The childminder implements a range of procedures and policies to support children's health, safety and well-being. This helps to keep children safe and secure while in her care.

**It is not yet outstanding because:**

- Although the childminder accesses professional development opportunities, these are not sharply focused on developing her teaching or practice to an outstanding level.
- Although the childminder observes children and plans for their next steps in learning, ongoing assessments are not always used precisely to track children's development and to help them make rapid progress in their learning.

## What the setting needs to do to improve further

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

- make better use of continual professional development to target training which focuses on raising the quality of teaching to the highest levels and increases the potential for children to achieve rapid progress in their learning
- sharpen the focus of systems to assess children's learning and development and use these to plan precise ways to help children make the best possible progress.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection and observed a variety of activities.
- The inspector looked at evidence of the suitability and qualifications of the childminder as well as a selection of policies and procedures, including safeguarding. She discussed risk assessments and the childminder's self-evaluation process.
- The inspector carried out a joint evaluation of an activity with the childminder. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector took account of the views of parents, reading a number of their comments on questionnaires obtained by the childminder.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to recognise if a child may be at risk and the procedures to follow if she has a concern. She assesses the risks to children's safety and welfare and knows what action to take to protect children from harm. Parents are well informed of the childminder's practice. They are given the written policies and procedures to read and benefit from daily discussions with the childminder. In their written feedback, parents state that they are extremely happy with the service she provides. The childminder evaluates her practice and identifies areas to develop, helping her to drive improvement.

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

The childminder has good systems in place to gather information from parents when their child first starts attending. This helps her to establish children's starting points. She plans activities that are based on what children can already do and what they need to learn next. The childminder uses age-appropriate strategies to promote children's language development. She uses clear speech to model words and phrases, which younger children copy to practise their speaking skills. The childminder encourages conversations, for instance, through sharing books which children choose. They talk about the characters and what they are doing as they snuggle together in a den they have made from blankets. Children enjoy learning different skills. They are enthusiastic as they solve simple problems, such as how to connect train carriages and move them around the track. There is a good range of resources available for children to choose from.

### Personal development, behaviour and welfare are good

The childminder's home is welcoming and she has a warm and caring approach towards children. Children are happy in the childminder's care and quickly develop secure attachments. Children learn self-care skills and the importance of a healthy lifestyle. For example, they are beginning to understand why they must wash their hands at particular times in the day. Children benefit from lots of opportunities for fresh air. They play in the garden or go on trips to the local beach. The childminder is calm and sets clear boundaries for children. She uses gentle reminders to help them know what behaviour is acceptable. They celebrate a variety of festivals and are beginning to develop an understanding about people from communities other than their own.

### Outcomes for children are good

All children are making good progress in their learning and development from their starting points. They are becoming confident communicators. They show good levels of self-esteem and self-confidence. They make choices about what they want to play with and are proud of their achievements. Children benefit from a wide range of activities and experiences. They are learning key skills that will help them in their future learning, including school.

## Setting details

<b>Unique reference number</b>	256676
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	867038
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	

The childminder was registered in 1997 and lives in Hunstanton, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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