

Childminder Report

Inspection date

27 April 2016

Previous inspection date

2 April 2009

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder works very closely alongside her co-childminder. They continually look at ways to improve each other's teaching methods. They discuss good practice and value each other's opinions in order to offer children good quality learning experiences.
- The childminder is passionate about helping all children to achieve to their full potential. Provision is well organised and child-centred. The childminder's practice is effective in meeting the needs of the diverse range of children who attend.
- The childminder knows the children and their capabilities well. She uses children's interests to plan a stimulating learning environment which engages children and motivates them to learn.
- Children behave well throughout their day. They listen carefully to instructions and are familiar with boundaries and routines. The childminder is consistent in her expectations of children's behaviour and acts as a positive role model.
- Children are encouraged in their independence. They freely choose what they would like to do from a range of accessible resources. They readily attempt small tasks and show determination when preparing themselves to go outdoors.
- Children make good progress in their learning given their starting points. Children who speak English as an additional language experience a stimulating learning environment, which supports their emerging language skills.

It is not yet outstanding because:

- The childminder's system for monitoring the progress children make is not yet robust. It does not clearly or regularly identify children's ongoing progress in learning.
- The childminder does not gather in-depth information from parents when children first start to pinpoint their starting points in learning.

What the setting needs to do to improve further

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

- strengthen systems to accurately monitor the progress individual children make, in order to identify gaps in children's learning and swiftly implement any additional support needed
- involve parents more closely in contributing to initial assessments of children's learning when they first start at the setting and use the information to develop highly targeted plans to support children's development.

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 a secure understanding of the procedure to follow if she is concerned that a child is at risk of harm. The childminder leads a fully inclusive practice and strives hard to meet the needs of all children who attend. Equality and diversity are fully promoted in the setting. The childminder continually adapts her provision and her own personal practice to ensure all children feel welcomed and achieve well. The childminder evaluates her provision to build on her strengths and identify areas for improvement. She takes on-board suggestions and comments from parents and children. She uses this information to continually adapt provision to meet their changing needs. The childminder is well qualified and uses her knowledge of children's learning and development to provide good quality provision for children and their families.

Quality of teaching, learning and assessment is good

Children demonstrate their keen listening skills as the childminder gives them simple instructions to follow. They learn to recognise shape and colour as they accurately identify them during play. Children have regular opportunities to explore number and demonstrate their competence in counting. Children are active learners. They independently place numbers onto a number mat, correctly identifying each number. The childminder extends children's learning and encourages them to complete the task identifying numbers up to 10. The childminder joins in with children's play. She encourages them to test out their ideas. Children stack some shapes and she asks them what shape they think comes next. This helps children to develop their critical-thinking skills. The childminder shares information with parents about children's learning to support their development at home.

Personal development, behaviour and welfare are good

The childminder is welcoming and has a well organised and stimulating environment indoors and out. Children benefit from a wide range of toys available to motivate them to learn. Children develop a sense of responsibility as they are encouraged to treat resources carefully and tidy away their toys. They consistently demonstrate good manners and are kind to each other. They are encouraged to take turns and share toys and resources with their friends. The childminder supports children's independence as she encourages them to think about what they need to wear to keep them warm when outside. Children benefit from regular outdoor physical play. The childminder is vigilant to maintain a safe environment for children. She talks to children about managing risk outside. They help to wipe down wet play equipment as the childminder explains it is wet and slippery.

Outcomes for children are good

Children are active and inquisitive learners. They readily engage in a wide range of activities and opportunities as they test out their emerging interests and ideas. Children develop in confidence and demonstrate good self-esteem in the fully inclusive practice. They have regular opportunities to practise key skills, such as early reading and writing. Children develop good social skills and learn to respect and value others. This prepares them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY104177
Local authority	Norfolk
Inspection number	848147
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	2 April 2009
Telephone number	

The childminder was registered in 2002 and lives in Thetford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works closely alongside a co-childminder. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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