

# Childminder Report

**Inspection date**

20 May 2016

Previous inspection date

14 February 2012

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

## Summary of key findings for parents

### This provision is outstanding

- The well-qualified childminder is highly committed to her role and focuses on fulfilling the needs of every child. Her excellent practice and carefully organised learning environment enables children to make rapid progress in their learning and development, so they are extremely well prepared for school.
- The childminder has established excellent partnerships with parents and other professionals working with children. They regularly exchange information about children's learning and achievements. This collaborative working significantly contributes to the rapid progress children make. Parents are extremely positive about the nurturing care and excellent opportunities their children experience.
- Children's emotional development and well-being are superbly nurtured. They build extremely secure attachments with the childminder and her assistant, who are highly responsive to the children. Children are extremely happy and flourish in their care. They are polite, show kindness to others, share resources and build secure friendships.
- Children's spoken skills are very good. They eagerly join in with conversations and rapidly progress in their understanding. The childminder and her assistant consistently model effective listening skills. They answer children's questions and explain the meaning of new words to extend children's vocabulary.
- The childminder and her assistant show they are highly committed to providing a service which responds to the individual needs of the children and their families. They constantly reflect on all aspects of practice, in order to continually promote the best possible outcomes for all children.
- Equality and inclusion is at the heart of everything that the childminder and her assistant do with the children. They are highly effective in ensuring that all children are able to participate in activities and routines of the day.

## What the setting needs to do to improve further

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

- enrich the already excellent provision outdoors to continue enhancing learning experiences, particularly for those children who learn best outside.

### 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 spoke with the childminder, her assistant and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and adults working with the children and evidence of the qualifications of the childminder and her assistant.
- 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 outstanding

The well-qualified childminder and her assistant have a wealth of knowledge of working with children and are highly committed to providing a high-quality service. They work together extremely closely, sharing skills and expertise to ensure that children make rapid progress in their learning and development. The childminder and her assistant thoroughly monitor the provision and identify aspects of practice or resources to target for improvement. They have most recently highlighted that they could further improve provision in the garden. Excellent use is made of all opportunities available to them to build on their knowledge and skills. Ideas from training are successfully introduced to the setting, such as purchasing pencils with feathers or faces on the end. This encourages even the most reluctant children to want to write and draw, developing their early writing skills. Arrangements for safeguarding are effective. The childminder has an in-depth understanding of child protection issues and the reporting procedure to follow if she has concerns about children in her care.

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

Observations and assessments clearly evidence children's progress and attest to the childminder's and her assistant's excellent understanding of each child's level of ability. Their depth of knowledge means they plan rich and interesting learning experiences that are targeted to challenge and extend children's skills further. The childminder talks passionately about how she provides children with time and opportunity to lead their own play, balanced with carefully planned activities, so children are very active learners. Children thoroughly enjoy exploring sand. The childminder's pertinent use of questioning supports children to think and recall previous learning. Children learn about nature, using complex words to explain how the sun causes water to evaporate from the sand tray. The childminder is extremely sensitive to individual families' needs and is very effective in providing interesting ideas or resources to promote children's learning at home.

### Personal development, behaviour and welfare are outstanding

The childminder's home is exceptionally child-centred and welcoming. Children develop a strong sense of belonging. Their artwork is proudly displayed on the walls, giving value to their contributions. Children relish the praise, encouragement and recognition they receive for their achievements and positive behaviour, such as sharing. The childminder is specific about what children may and may not do and offers clear explanations. This helps them to understand how to behave and why rules exist. She teaches children how to manage risks and keep themselves safe, in an environment that promotes their independence.

### Outcomes for children are outstanding

All children make excellent progress from their starting points. They are inquisitive, confident to try new activities and enthusiastic to learn. Children understand that print carries meaning. They self-register and listen while the childminder reads out the rules for a game. Mathematical language is threaded throughout activities. Children confidently count, compare and recognise numbers and shapes. They are confident communicators, have excellent social skills and are extremely well prepared for school entry.

## Setting details

<b>Unique reference number</b>	EY411008
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	849994
<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>	2 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 February 2012
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Norwich. She works with an assistant. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. Both the childminder and her assistant hold relevant qualifications.

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