

Childminder Report

Inspection date

19 May 2016

Previous inspection date

1 November 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 enthusiastic and committed to providing children with high standards of care and education. Children experience good quality opportunities in a stimulating and well-planned environment in which they are eager to learn.
- The childminder is a reflective practitioner. She evaluates her provision effectively and has an action plan for how she will address any weaknesses in practice. This has led to continued improvements to the quality of her provision since the last inspection.
- The childminder carefully plans experiences, taking account of children's individual needs and stages of development. She skilfully adapts activities to ensure all children are included and access a broad range of learning opportunities.
- Children build secure emotional attachments to the childminder and her assistant. They are very responsive to children's needs. Children display confidence knowing that their needs are effectively met.
- Children are confident in their surroundings. They are encouraged to make choices in their play and during routines. They have opportunities to develop their independence, such as helping at snack time and getting themselves ready to go outdoors.
- Children develop good social skills and play collaboratively alongside their peers. They are kind to each other and show care and concern for their friends. They enthusiastically join in with each other's play in the fully inclusive environment.

It is not yet outstanding because:

- The childminder does not consistently extend children's learning. Opportunities are sometimes missed to support children to further develop their ideas and thinking.
- The childminder does not yet access a wide range of professional development opportunities to offer her breadth in her skills, knowledge and understanding.

What the setting needs to do to improve further

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

- make the most of opportunities to enhance children's learning even further, extending children's ability to develop their critical-thinking skills
- access a broader range of professional development opportunities to raise the quality of teaching to an even higher level.

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, the childminder's assistant 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, the childminder's assistant 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 knowledge of the signs and symptoms of abuse and knows how to report her concerns quickly. She has developed good links in the community, such as inviting visitors to the setting to enhance children's understanding of good hygiene practices. The childminder has developed successful partnerships with other settings children attend. They exchange information with each other to complement children's learning and provide consistency in their care. The childminder offers appropriate support to her assistant to help her to improve her skills and knowledge. This helps her assistant to grow in confidence and offer children good quality support. The childminder carefully monitors children's progress to ensure where gaps in learning are identified, and these are quickly and effectively managed.

Quality of teaching, learning and assessment is good

Children engage well in a wide variety of interesting activities. They enjoy sensory play as they investigate with foam. This opens up a variety of learning opportunities as children explore texture, make marks and describe what they are doing. The childminder and her assistant are enthusiastic and motivate children to learn. They join in with activities and demonstrate different skills for children to copy. Children immerse themselves in activities and show concentration and a commitment to learning. The childminder knows the children and their capabilities well. She has effective systems in place to assess what children know and can do and accurately plans for their next steps in learning. The childminder develops effective partnerships with parents. She exchanges information with them about children's development to promote their successful learning.

Personal development, behaviour and welfare are good

Children learn to manage risk as the childminder and her assistant remind them how to keep themselves safe. Children develop an awareness of why they must wear sun cream to protect their skin in the sun. Children develop good hygiene routines through regular handwashing and demonstrate their good understanding of hygiene procedures during an imaginative activity. The childminder and her assistant adopt positive behaviour management techniques to manage children's behaviour. They are good role models to children and encourage them to have good manners and be polite to others. This teaches children to value and respect others. Children have daily outdoor opportunities. The well-resourced garden has a range of opportunities to support children's physical well-being. Children enjoy physical play as they use large play equipment to climb and slide.

Outcomes for children are good

Children make good progress in all areas of learning and in some areas exceed expectations for their age. Younger children develop well in their spoken language skills. They link words together and use a wide range of vocabulary given their age. Older children identify letters in their name and have interesting opportunities to practise their writing skills. Children listen well and show an enthusiasm for learning. These are key skills to help children to be prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	256199
Local authority	Norfolk
Inspection number	1043295
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	15
Name of registered person	
Date of previous inspection	1 November 2013
Telephone number	

The childminder was registered in 1995. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She works with an assistant.

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