

# Childminder Report

**Inspection date**

19 May 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 childminder is passionate about providing the best opportunities she can for all children in her care. She promotes children's well-being and development to extremely high levels. They make excellent progress from their starting points, as a result of the expert support that the qualified childminder provides.
- Parents report that their children are extremely happy and content in the childminder's care. The childminder has established a small yet vibrant community in which children's well-being and learning are paramount.
- Children form very strong attachments to the highly attentive childminder. She gets to know them extremely well, expertly developing their feelings of safety and security.
- The childminder is a highly reflective practitioner and successfully identifies ways to continuously improve. She endeavours to ensure, through excellent communication, that every parent is fully informed and involved in their child's learning. This helps to ensure that they are fully supported to continue the learning at home.
- The childminder frequently shares information about children's learning activities. She also provides parents with information about how to improve children's health and safety at home.
- The childminder expertly provides highly individualised care for children who have special educational needs or disability. She forms close, supportive and professional relationships with parents and other professionals to provide highly effective support for all families and children.
- The childminder helps to prepare children extremely well for new experiences, including their transition to other settings and school. She proactively works with other settings and professionals to share information about children's individual needs and their development.

## What the setting needs to do to improve further

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

- target training to enhance the already high-quality teaching skills.

### 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 took account of the views of parents in written testimonials.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector spoke with the childminder, co-childminder, student and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector viewed a selection of documentation, including policies and procedures and records of children's learning.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder works extremely closely with her co-childminder to create excellent learning opportunities for children. She uses clear and robust policies to guide all aspects of her practice. These are reviewed regularly and shared with parents. The arrangements for safeguarding are effective. The childminder has a comprehensive knowledge of how to protect children from harm. The childminder frequently provides parents with new information to help them support their children's learning. For example, when the childminder visits the library with the children, she sends home information about upcoming family events or initiatives that are promoting children's health and well-being. The childminder is highly motivated to continue developing professionally. She continually strives to support children to make the best possible progress.

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

The childminder knows exactly where children are in their development. She regularly completes detailed and precise assessments of children as they learn. As a result, she swiftly identifies exactly where to aim her teaching to help children make excellent progress in their development. When young children bang on saucepans that are hung in the garden, the childminder uses her detailed knowledge of what they can learn next to set them high levels of challenge by encouraging them to copy her rhythm. The childminder's house and garden are set up with high-quality resources that cover all areas of learning. She provides imaginative and stimulating experiences. For example, children learn about life cycles. They talk readily as they observe the caterpillars in the butterfly garden and predict what will happen next as the caterpillars grow and change.

### Personal development, behaviour and welfare are outstanding

The childminder ensures that all the activities she provides allow children of different ages and abilities to participate fully. She skilfully encourages children as they try new and challenging activities. Children become increasingly confident and involved. The childminder creates an extremely positive environment where they learn to understand their feelings and emotions. Younger children readily accept offers of help from older children and they work harmoniously together. Children gain excellent physical skills in a variety of ways. For example, they use large wooden spoons as they bang on saucepan drums. As they jump while playing hopscotch, they also learn to recognise numbers. Children set their own challenges as they cooperate together, rolling different sized balls down a hill and trying to kick them back up again.

### Outcomes for children are outstanding

Children engage and concentrate during meaningful activities that promote their deep understanding. They are extremely happy and confident learners who express their own ideas and ask well thought out questions. Their behaviour is exemplary. Where children are behind in their learning when they first begin, the childminder supports them to catch up quickly, according to their individual abilities. This supports their preparation for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	EY478584
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	979592
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Norwich. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She supports children who have special educational needs or disability. The childminder works alongside a co-childminder and with a student.

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