

Childminder Report

Inspection date

9 June 2016

Previous inspection date

24 January 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 passionate about childminding and continually looks at ways to improve what she offers. Self-evaluation is effective and accurately identifies the strengths of the provision and aspects she would like to improve.
- Children are confident and engage well in a wide range of opportunities to support their learning in all areas. The childminder is enthusiastic and joins in with children's play to help to extend their learning.
- The childminder makes observations of children to assess their current capabilities. This helps her to plan appropriately to promote children's next steps in learning. She uses relevant guidance to check on the progress children make to help her to identify any gaps in their development.
- Children quickly build secure, emotional bonds with the childminder when they first start. The childminder is highly responsive to their needs and is kind and caring towards them. She offers children regular praise to support their confidence and self-esteem.
- Children engage well in a wide range of experiences and show an enthusiasm for learning. They willingly try new activities and listen carefully to follow instructions. They concentrate well during activities to make the most of learning opportunities.

It is not yet outstanding because:

- The childminder does not gather robust information from parents about children's capabilities on entry to help her to accurately identify their starting points in learning.
- The childminder does not have a highly targeted plan in place for her continued professional development, in order to maintain high-quality practice.

What the setting needs to do to improve further

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

- gather more in-depth information from parents about children's development on entry to quickly and accurately identify their starting points in learning, in order to implement targeted plans for them at the earliest opportunity
- use priorities identified during self-evaluation to develop a targeted plan for ongoing professional development, in order to maintain continuous improvement.

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 secure procedures in place to report any concerns she has about children's welfare. The childminder has a strict policy for the use of mobile phones and cameras in the setting to keep children safe. The childminder regularly meets up with other childminders, in order to share good practice and to keep up to date with any new developments. She has completed a childcare qualification to help her to promote good quality learning. However, she does not identify how she will maintain high-quality improvements to practice through targeted ongoing professional development. The childminder has a set of policies and procedures which are shared with parents, in order to inform them of how the setting is run. These are implemented effectively to ensure the smooth running of the provision.

Quality of teaching, learning and assessment is good

Children have a wide range of opportunities to learn. They enjoy dressing up and spend time choosing shoes to match in a pair. They show determination and concentration as they attempt to fasten buckles and straps on the shoes. Children engage well in a painting activity. The childminder encourages children to mix the colours and predict what colour it will make. She compares lighter and darker shades of colours and sensitively engages children by asking them questions to maintain their interest. Children experiment with writing the letters in their name using paint brushes and their fingers. They competently count up to 10 as they bounce up and down outside. The childminder encourages them to count higher, demonstrating their advanced skills in counting to 20 and beyond. The childminder develops secure partnerships with parents, sharing information with them regularly. Parents are very complimentary of the childminder's practice.

Personal development, behaviour and welfare are good

The childminder encourages the children to eat healthily and provides them with a selection of fruit for snack. Children name the fruit as they learn to identify healthy food. They develop a good understanding of the importance of personal hygiene. The childminder explains to them why they need to wash their hands before eating and promotes their understanding of good dental hygiene as they brush their teeth regularly. Children have plentiful opportunities in the fresh air. They visit the local park to run around, climb and swing. This supports their physical well-being. Children settle quickly when they first attend and gain confidence quickly. The childminder is highly responsive to their needs and gives them appropriate attention and support. Children behave well and demonstrate good manners. They play sharing and turn-taking games to help them to build good relationships with their peers and to develop respect for others.

Outcomes for children are good

Children make good progress in their development and in some areas achieve above expected levels for their age. Children develop well in their communication and language skills through regular, positive interaction. They recognise and write letters in their name and use a variety of implements for writing and making marks. These are key skills which help children to prepare for the next stage in their learning, such as school.

Setting details

Unique reference number	257956
Local authority	Norfolk
Inspection number	1042617
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 15
Total number of places	6
Number of children on roll	22
Name of registered person	
Date of previous inspection	24 January 2013
Telephone number	

The childminder was registered in 2001 and lives in Necton, Norfolk. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

