

# Childminder Report

**Inspection date**

15 July 2016

Previous inspection date

16 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 has made some positive improvements to provision since her last inspection, helping her to raise the quality of practice. The childminder continually evaluates what she provides to maintain ongoing improvements.
- The childminder knows children and their capabilities well. She observes children as they play to find out their interests and to assess what they know and can do. She uses this information effectively to plan focused next steps to promote their learning.
- Children are happy and enjoy what the childminder provides for them. The childminder follows children's interests and joins in their play to support them and extend their interests and ideas.
- The childminder encourages children in their independence. They become competent in managing their own self-care and complete small tasks, such as tidying up.
- The childminder has a positive approach to managing children's behaviour. She is consistent and has high expectations for how children should behave. Children become aware of rules and boundaries and learn to use good manners and be kind to others.
- Children make good progress in their learning and in some areas they make even better progress than expected for their age. Children demonstrate an enthusiasm for learning and are active and determined as they play.

### It is not yet outstanding because:

- The childminder does not yet access a wide and broad range of opportunities to expand her knowledge and skills even further.
- The childminder occasionally misses opportunities to fully engage parents to input into their children's learning and development in the setting.

## What the setting needs to do to improve further

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

- enhance the breadth of professional development opportunities taken in order to achieve even higher-quality provision
- strengthen partnership working with parents to fully engage all parents in their children's learning and work together to help children to make rapid progress.

### 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 keeps her knowledge of current safeguarding procedures up to date and is familiar with how to report any concerns she has about children's welfare. The childminder tracks children's progress throughout their time at the setting and completes assessments of their development, such as the progress check for children between the age of two and three years. This helps her to identify if there are any concerns about children's development. The childminder works closely with other providers that children attend and exchanges information with them on assessments they make and the plans they have for children's learning. Children have opportunities to learn about their local area. They make trips to local farms, the zoo and the forest to explore their surroundings and learn about the natural world.

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

The childminder has a secure understanding of how children learn and develop. She has plenty of positive interaction with children and follows their interests as they play. She asks children questions to encourage them to make links in their learning and makes suggestions to skilfully adapt activities and present further challenge to them. Children play imaginatively and the childminder extends their ideas. She asks them to tell her the story of what they are doing and where they are going. The childminder recognises when younger children's interests change and guides them to redirect their play, consistently engaging them appropriately. The childminder incorporates mathematics into children's everyday play. They discuss bigger and smaller objects and she introduces counting at every opportunity. She helps to build children's vocabulary through ongoing discussions and by providing a commentary of what children are doing.

### Personal development, behaviour and welfare are good

The childminder promotes children's good health. They help to prepare a healthy snack of strawberries and serve themselves water to drink. The childminder explains to children why they need to wash their hands before eating to help them to learn good hygiene procedures. Children benefit from plenty of outdoor play. The outdoor area is stimulating for children and provides rich learning opportunities in all areas, such as hunting for bugs and imaginative play as children pretend they are on a train. Children build secure emotional bonds with the childminder. She is calm, kind and considerate. She treats children with respect at all times and values their suggestions and ideas. Children are given plenty of choices in play through the provision of a wide range of accessible resources for them to choose from. Children are confident in their abilities and the childminder gives them regular praise and encouragement to support their self-esteem.

### Outcomes for children are good

Children are motivated learners. They are willing to have a go and are confident to explore their own ideas and use their imagination. Children play alongside their peers and learn to share resources and take turns. This helps them to develop suitable social skills. This prepares them well for the next stage of their learning, such as school.

## Setting details

<b>Unique reference number</b>	259473
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1050932
<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>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 April 2015
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Hingham, Norfolk. She operates all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. The childminder provides funded early education for three- and four-year-old children.

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