

Childminder Report

Inspection date

27 July 2016

Previous inspection date

16 September 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 has addressed all of the actions set at the last inspection and has completed a childcare qualification which has helped to improve the quality of teaching.
- The childminder works effectively alongside other professionals to support children who have special educational needs. She shares important information with the professionals and contributes towards the assessments they make.
- The childminder knows children very well. She observes them regularly and uses this information, together with information she receives from parents, to plan for children's learning in all areas. She encourages children to put forward their ideas and asks them what resources they would like out for the following day.
- Partnerships with parents are effective. The childminder regularly exchanges information with parents about children's individual needs and their learning. She keeps parents fully informed about the progress children make.
- Children are happy, settled and confident in the childminder's care, knowing their needs will be met. They build secure emotional bonds with the kind and caring childminder who responds well to children.
- Children consistently display positive behaviour and demonstrate they are aware of the rules and boundaries. The childminder is clear in her expectations and sets a good example for children to follow. Children learn to be kind and to have respect for others.

It is not yet outstanding because:

- The childminder does not critically reflect on all aspects of her provision on an ongoing basis. She does not have a highly focused plan, including for her own professional development, to secure provision of the highest quality.

What the setting needs to do to improve further

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

- enhance the system for evaluating practice to more critically reflect on all aspects of provision and identify where and how even higher and more ambitious improvements can be made to provision and personal practice.

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 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, parents 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 a secure understanding of how to promote children's welfare. She understands her responsibilities to keep children safe from harm and report any concerns she has about children's welfare appropriately and at the earliest opportunity. The childminder is well organised and has developed a set of policies to underpin her practice. These are implemented effectively and reviewed regularly. Parents are kept fully informed of the how the setting is run. They comment positively on the standard of care and learning that children experience and highly value the advice and support the childminder gives.

Quality of teaching, learning and assessment is good

The childminder is perceptive to the different ways children communicate and responds to their needs well. Younger children point to show what they want and the childminder follows their requests. The childminder promotes the language skills of older children as she repeats and models language. She gives highly targeted support to promote the communication of those children who have special educational needs. The childminder talks to children about thunderstorms and extends their vocabulary, providing words, such as lightning when they describe flashes of light. She explains about thunder in simple language to enhance their understanding. The childminder extends children's learning as they explore different ways they can move a ball, such as by kicking and throwing it. They learn to throw more accurately and play a game of skittles, counting how many skittles they have left.

Personal development, behaviour and welfare are good

Children become increasingly independent from a young age. They recognise when they are thirsty and find their cup with ease to have a drink. The childminder is aware of children's emerging determination to have a go, such as climbing on a piece of play equipment. She stays close to ensure children's safety but does not intervene unless children show that they need additional support. The childminder praises children for their efforts to support their self-confidence and help them to feel valued. Children's physical well-being is promoted well and they enjoy regular outdoor play in the fresh air in the childminder's garden or at the local park.

Outcomes for children are good

All children make good progress in their learning given their starting points and in some areas make even better progress. They engage well in activities and listen carefully. This prepares children well for the next stage in their learning, such as school. Children enjoy their time with the childminder and are keen learners. They readily engage in activities for sustained periods of time and develop their concentration and fascination to learn new things. Children are inquisitive and like to explore their own ideas. They develop good social skills and are competent in developing and following agreed rules in play.

Setting details

Unique reference number	256329
Local authority	Norfolk
Inspection number	1043341
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	16 September 2013
Telephone number	

The childminder was registered in 1997 and lives in Martham, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3 and provides funded early education for three- and four-year-old children. The childminder supports children who have special educational needs.

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