

# Childminder Report

**Inspection date**

24 August 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently good, with some aspects of the childminder's provision outstanding. The childminder is very knowledgeable about the interests and capabilities of the children. She offers stimulating activities that provide children with good levels of challenge to extend their learning. Children make good progress from their starting points and are well prepared for school.
- Children's language and communication skills are promoted well. They eagerly join in conversations and rapidly progress in their understanding. The childminder introduces children to new words during play and consistently models effective listening skills.
- The childminder nurtures children's emotional well-being very well and they thrive in the welcoming, homely atmosphere. Children form exceptionally good relationships with the childminder and friendships with each other. Their independence and social skills are highly supported. Behaviour is exemplary. Children are polite, share toys, take turns and are considerate of one another's choices.
- The childminder demonstrates a strong drive to improve. She gathers the views of parents and children and reflects on her practice to identify areas that she would like to change to maintain high levels of provision.
- The childminder places high priority on working closely with parents to support children's learning and development. She uses some very good strategies to keep parents fully involved in their children's learning. Parents comment that the childminder provides an excellent start to their children's lives and is professional and caring.

### It is not yet outstanding because:

- The childminder does not always use her developing teaching skills sharply enough to encourage children to think more deeply in response to her questions.

## What the setting needs to do to improve further

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

- focus teaching more precisely on supporting deeper thinking and reasoning skills as children work towards higher levels of achievement.

### 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 spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents provided through written testimonials.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well organised and has the best interests of children at heart. Arrangements for safeguarding are effective. The childminder is knowledgeable about child protection issues and how to keep children safe from harm. Clear policies and procedures underpin the childminder's very good practice. The childminder has recently completed a childcare qualification and has started to use her new knowledge to make many positive changes. For example, she has enhanced the outdoor learning environment so that children, particularly those who learn best outside, have an even broader range of activities and experiences. The childminder effectively tracks children's progress to ensure that any gaps in their learning are swiftly addressed. Parents appreciate the ongoing detailed feedback they receive from the childminder. Secure partnership working with other settings that children attend effectively supports continuity in their learning.

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

The qualified childminder has a good knowledge of how children learn. She gets to know them well through regular observations and accurate assessments of what they can do. Activities planned enthuse and motivate children to be active learners. Children demonstrate good control and coordination as they fill watering cans to water plants, understanding how they grow. They excitedly mix paints while helping to prepare a creative activity. They begin to understand changes and how things work through the childminder's skilful explanations. Children's literacy skills are effectively developed. They see examples of print in the setting and begin linking letters to sounds. Children have plenty of opportunities to make marks and develop their early writing skills. The childminder skilfully incorporates numbers and mathematical language into everyday play activities, such as when playing with water. She sensitively interacts with them, questioning and encouraging them to use their imagination and make connections between their experiences.

### Personal development, behaviour and welfare are outstanding

Children's well-being and personal development are central to everything the childminder does. She builds on children's confidence, self-esteem and independence exceptionally well, using every opportunity to praise and encourage them. Children develop a positive sense of themselves and their place in the world. Their work is prominently displayed and they are keen to share their achievements. Children benefit greatly from the childminder's enthusiastic approach to outdoor learning. They develop an excellent appreciation of how to be healthy and stay safe through daily routines, discussions and activities.

### Outcomes for children are good

All children make very good progress from their starting points. They are confident and independent learners who are keen to engage in a range of activities. They follow the rules of expected behaviour and confidently express their ideas and opinions. Children develop good levels of independence in their self-care. They acquire the key skills, knowledge and attitudes that prepare them well for starting nursery or school.

## Setting details

<b>Unique reference number</b>	EY474073
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	978390
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2013. She lives in Bowthorpe, Norwich. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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