

# Childminder Report

**Inspection date**

9 September 2016

Previous inspection date

10 November 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 addressed all actions raised at the last inspection and has implemented new procedures. She has updated her knowledge and skills of how to promote children's learning. This had led to improvements in the quality of provision.
- The childminder and her assistants join in with children's play and promote learning as they interact together. They question children skilfully to encourage them to develop their imagination and promote their thinking skills.
- The childminder has high expectations for children's behaviour and takes into account their age and level of understanding. Children learn to be polite, use good manners and be kind to their friends.
- Children build secure relationships with the childminder and her assistant. They are responsive to the needs of children and intervene appropriately to support their emotional needs when necessary. The childminder helps those children less reluctant to join in, to feel included and develop a sense of belonging.
- The childminder monitors children's progress to help her to identify any emerging concerns in children's development. Gaps in learning are quickly identified and support is targeted to help children achieve to their full potential.

### It is not yet outstanding because:

- Children do not always have opportunities to express their preferences and make choices during activities. Occasionally, the childminder is too quick to make suggestions for them.
- At times, the childminder's evaluation of practice lacks depth to enable her to make high-quality reflections on all areas of provision and personal practice.

## What the setting needs to do to improve further

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

- extend opportunities for children to participate and express their views even more in planned activities, to encourage them to be confident to make choices and consider other's suggestions
- make even better use of self-evaluation, and continuously reflect on all areas of provision and personal practice which can be strengthened 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, her assistants and other household members, and the childminder's qualifications.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing a good quality childcare provision for children and their families. She has accessed additional support to help her raise the quality of the provision and has identified future training she would like to attend. The childminder coaches her assistants well. She advises and supports them to continue to improve their teaching skills. She supervises them effectively to ensure the setting's policies and procedures are fully implemented. The arrangements for safeguarding are effective. The childminder is secure in her knowledge of child protection issues and how to report concerns. She has accessed additional training to enhance her knowledge further and to support her role as the lead person in the setting for safeguarding. The setting's policies and procedures are reviewed regularly and the childminder shares these with parents to ensure they are fully familiar with how the setting is run. Parents comment positively on the progress their children make and the wide range of opportunities children experience.

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

The childminder knows the children well and makes ongoing assessments of what they know and can do. She plans for children's future learning and takes into account their interests and capabilities to provide interesting and challenging opportunities. The childminder shares information with parents to keep them informed about children's learning and progress. Parents value this sharing of information as it helps them to feel involved in their child's learning and identifies new learning not seen at home. Children are enthusiastic in their play. Younger children babble with excitement as they play with a train track carefully moving the train along the track. Older children play independently, describing what they are doing and demonstrating how they problem solve. For example, they identify how they are going to fit people in a play bus by turning them around.

### Personal development, behaviour and welfare are good

Children learn to be independent in self-care and dress themselves appropriately for going outdoors. They identify how to keep themselves safe, such as by wearing a sun hat in the sun. The childminder maintains good hygiene procedures, for example when changing children's nappies. Children learn the importance of washing their hands before eating and after toileting. The childminder promotes healthy eating in the setting. She offers children nutritious and home-made food to ensure they eat a well-balanced diet. Children are supported well when they first start at the setting. The childminder exchanges information with parents to help her meet the child's emotional needs when they first start. Children settle in gradually and parents are kept fully informed. When children struggle to settle, the childminder works closely with parents to ease the transition.

### Outcomes for children are good

Children progress well in all areas of their learning and are motivated and active learners. They develop good social skills and happily play and interact with other adults and their peers. They engage well in activities and are eager to learn. Children demonstrate good listening skills and follow instructions from adults well. They learn the key skills needed to help prepare them for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	256719
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1058078
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 November 2015
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Wymondham. She operates all year round from 6.30am to 9pm on Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants.

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