

Childminder Report

Inspection date

26 October 2016

Previous inspection date

24 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 significant progress in improving the overall quality of her provision since the last inspection. She has reduced the number of children she cares for to meet requirements, updated her knowledge of the Local Safeguarding Children Board procedures and improved her monitoring of children's progress.
- The childminder knows the children in her care well and offers an informal, relaxed approach to learning. She makes good use of natural resources to provide a wide range of interesting and enticing activities that stimulates children's curiosity and motivation to explore and investigate. Children benefit greatly from the childminder's enthusiastic approach to outdoor learning.
- Children demonstrate that they are happy and feel secure in the childminder's care. They develop friendly relationships with each other and form a warm bond with the childminder. Children welcome her sensitive interaction in their play, enjoy her cuddles and confidently talk to visitors about the activities they enjoy.
- Parents comment positively on the childminder's care for their children and the interesting activities and outings that she organises to support their development. The childminder shares detailed information about the children's day, well-being and progress. Parents follow her example and obtain similar resources to those used by the childminder to continue their children's learning at home.

It is not yet outstanding because:

- The childminder does not yet rigorously reflect on her provision, to enable her to achieve far reaching improvements across all aspects of her provision and achieve practice of the highest quality.
- The childminder does not consistently focus on children's next steps in their learning, to help them make more rapid progress.

What the setting needs to do to improve further

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

- reflect more thoroughly across all areas of her provision to identify where further improvements can be made, to achieve provision of the highest quality
- focus more precisely on children's next steps in learning during activities, so that they are challenged at a higher level to make more 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 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 and discussion with parents during the inspection.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended training and knows the correct procedures to take should she have any concerns regarding children's welfare. She has reviewed her policies, ensuring they reflect the most recent guidance and legislation and shared these with parents. The qualified childminder has worked closely with the local authority early years team. This, as well as completing online training and researching new ideas, has helped to update her childcare knowledge and successfully raised the quality of her practice. Her revised systems for assessing children's progress, including completing the required progress checks for children when relevant, help her to plan activities that engage the children, so they make good progress.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play. She gathers key information from parents when children first start. This enables her to work with children from a secure starting point. Ongoing assessments of children's development enable her to identify any gaps in their learning, which are swiftly targeted in partnership with parents. Children benefit from the childminder's natural and enthusiastic engagement with them. She encourages children to try new and exciting experiences. They show delight while playing with dough that smells of cinnamon and rosemary. Children develop good manipulative skills as they mould, roll and cut dough, imaginatively creating pretend ice creams. They see examples of print as they role play in the shop and use notepads to make marks, supporting their early literacy skills. The childminder effectively promotes children's communication and language development. She speaks clearly and models effective listening skills. She helps to expand children's vocabulary by introducing new words in context.

Personal development, behaviour and welfare are good

The childminder provides a calm and caring environment for children. They follow the childminder's guidance and respect the boundaries set. Children are encouraged to express their views, are confident to say what they enjoy and ask for help. They are kind, polite and share resources with their friends. Children's good health is promoted well. They benefit from a healthy, well-balanced diet. They enjoy spending time outdoors in the childminder's exciting garden. Children dig and explore different natural materials, they are physically active and learn how to manage risks as they climb or ride small, wheeled toys. Outings to the beach, woods and farm promote children's learning about the world and the community in which they live. Regular trips to the park and toddler groups provide additional opportunities for children to socialise and enhance their physical skills.

Outcomes for children are good

Children are progressing well from their starting points. They are motivated, engage well in activities and are eager to learn. Children listen carefully and act on the childminder's instructions and suggestions. They enjoy the responsibility of carrying out tasks for themselves, show high levels of independence and manage their self-care needs well. Children learn key skills to help them prepare for school.

Setting details

Unique reference number	EY450215
Local authority	Norfolk
Inspection number	1056240
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	5
Name of registered person	
Date of previous inspection	24 June 2016
Telephone number	

The childminder was registered in 2012 and lives in Dersingham, Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday and from 8.30am to 5.30pm on a Saturday. The childminder works on bank holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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

