

Childminder Report

Inspection date

2 November 2016

Previous inspection date

1 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is highly professional and very well organised. She is committed to providing high-quality childcare for children. She regularly reviews what she provides and makes continued improvements to provide children and their families with a quality provision.
- The childminder works closely with parents to support children's learning. She keeps them informed of children's achievements in the setting. They exchange ongoing information with each other to provide consistency and continuity in children's learning.
- The childminder observes children regularly and has a sound understanding of how they learn and develop. She identifies ways in which she can help them to progress and carefully plans opportunities to support the next steps in their learning.
- Children build a secure bond with the childminder. She is warm and caring, and responds well to their needs. She offers them regular praise to promote their self-confidence and self-esteem. Children are proud to share their achievements, for example, when they write their name.
- Children make good progress across all areas of learning. They are eager to learn and develop in confidence to have a go. They develop good social skills as they play alongside their friends and learn to share resources and take turns.

It is not yet outstanding because:

- The childminder's monitoring of children's progress is not yet robust. When children first start, she does not gather in-depth information about their learning at home or to date.
- Sometimes, younger children are not always given plentiful opportunities to explore and investigate independently and at their own pace.

What the setting needs to do to improve further

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

- refine the system for monitoring the progress children make and gather more in-depth information from parents to help accurately identify children's starting points in learning
- enhance opportunities to promote younger children's natural inquisitiveness and desire to explore during self-directed play.

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 childminder keeps up to date with the latest developments in childcare practice and is committed to her ongoing professional development. She regularly completes independent research and accesses training to help her to continually improve her knowledge and skills. The childminder has recently made improvements to the outdoor environment, which are ongoing. This provides an interesting and stimulating environment for children. The childminder's policies and procedures are rigorously implemented and regularly updated to ensure the smooth running of the setting. They are shared with parents to keep them fully aware of how the setting is run. Safeguarding is effective. The childminder is vigilant in keeping children safe. She is fully aware of her responsibility to report her concerns about children's welfare. The childminder accesses additional training to enhance her knowledge of current safeguarding issues.

Quality of teaching, learning and assessment is good

The childminder is skilful in supporting children's learning and adapts her teaching skills to take account of their individual needs. She asks older children searching questions to encourage them to think deeply. For example, they confidently identify the different characteristics of changing seasons. The childminder follows children's interests as they play to maintain their engagement. Children explore weight and balance as they play on a seesaw. The childminder encourages them to predict what will happen when another child gets on. She models words for younger children to repeat based on their interests. She further extends their learning by putting familiar words together to make short sentences for them to repeat. Children eagerly join in as they listen to a story. Younger children listen intently as the childminder reads to them. Older children become involved in the story and complete some sentences, which promotes their early reading skills.

Personal development, behaviour and welfare are good

The childminder promotes children's good behaviour. She is a good role model and encourages them to be polite and use good manners. Children listen and respond well to the childminder's instructions as she teaches them rules and boundaries. Children adopt healthy lifestyles as they enjoy regular play in the fresh air. They develop their physical skills and exercise their bodies as the childminder teaches them to use large play equipment. Children are encouraged to be independent in their self-care. They attempt small tasks for themselves, for example, putting on their shoes and doing up zips on their coats. The childminder gives children time to try for themselves before intervening when she identifies that they need additional support. The childminder teaches children how to keep themselves safe and helps them to learn to manage risk. For example, when outdoors, children learn not to go in the area by the swing in case they get knocked over.

Outcomes for children are good

Children demonstrate good listening skills and are keen to engage in activities that the childminder provides for them. They have plentiful opportunities to count and explore number and to practise their early writing skills. Children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY452653
Local authority	Norfolk
Inspection number	1066262
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 May 2013
Telephone number	

The childminder was registered in 2012 and lives in Taverham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, 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

