

# Childminder Report

**Inspection date**

22 November 2016

Previous inspection date

16 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 and her assistant know the children in their care well and offer an informal, relaxed approach to learning. They interact purposefully with the children to support their learning and development. All children make good progress and are well prepared for the next stage in their learning, such as nursery or school.
- The childminder provides children with a warm, family environment. Children form strong relationships with the childminder and assistant, who meet their individual care needs and routines consistently well. This promotes children's well-being effectively.
- Partnerships with parents are very positive. The childminder keeps them updated about the themes, activities and outings their children engage in and the progress children make in their learning. Parents comment that their children love to attend and have made great progress in their learning.
- The childminder encourages children to develop an appreciation of books. Children enjoy choosing books they would like to look at and retell familiar stories using puppets. The childminder engages children well as she reads favourite stories and extends learning by adding activities and outings that link to the themes in the book.

**It is not yet outstanding because:**

- The monitoring of children's progress is not yet rigorous enough to provide the childminder with precise information to ensure any possible gaps in learning are identified even more swiftly.
- Although the childminder provides adult-led activities that interest and engage the children, she does not seize opportunities to support children in fully developing their creative thinking and their skills in solving problems during these activities.

## What the setting needs to do to improve further

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

- monitor children's progress even more rigorously and ensure any possible gaps in learning are identified at the earliest stage
- enhance the opportunities for children to express their ideas further and to develop their skills in thinking and solving problems.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and the 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 adults working with children and household members and checked 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 arrangements for safeguarding are effective. The childminder and her assistant have completed training about safeguarding children. Both have a good understanding of safeguarding procedures and know the appropriate action to take if they have concerns about children in their care. Policies and procedures are updated to comply with current requirements and underpin the good practice in the setting. The childminder works closely with her assistant. They reflect together on their practice and provision and make improvements, such as enhancing the outdoor provision. The childminder regularly meets with other childminders to share good practice and brings ideas back to the setting to help her, and the assistant, improve their teaching. This has a positive impact on the learning experiences offered to children.

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

The childminder and her assistant have a good understanding of how children learn through play. She observes and assesses children's development and uses this information to plan appropriate next steps in learning. This helps children to make good all-round progress. The childminder and her assistant get down to the children's level and join in their play with enthusiasm, to promote their enjoyment and motivation to learn. They model good language to support children's communication skills, continually talking with children about what they are doing. Early literacy and writing skills are promoted well. Children are imaginative. They share their ideas confidently and negotiate well with their friends to take on different roles in their games.

### Personal development, behaviour and welfare are good

Children's well-being and personal development are central to everything the childminder does. They are happy and relaxed in the care of the childminder and her assistant. Children develop a positive sense of themselves and their place in the world. They receive consistent support and guidance on how to behave. The childminder and her assistant are good role models and provide children with explanations about what is expected. They help children to share the resources and make sure that toys are looked after and used with care. Children's good health is well promoted. They benefit greatly from the childminder and her assistant's enthusiastic approach to outdoor learning. Children talk excitedly about visits to the zoo, parks, bug hunts and fruit picking, as they see images of themselves in photograph books or on screen. They learn good hygiene practices through the daily routine. Mealtimes are social occasions and children thoroughly enjoy the freshly prepared meals that take account of their preferences.

### Outcomes for children are good

Children gain many skills that they need in preparation for the next stage in their learning, such as nursery or school. They learn to communicate effectively and become confident learners who take pride in their achievements. Children are interested in numbers and counting and these feature frequently in their play. They competently stack numbered cups in sequence or compare the size of water beads that they thoroughly enjoy exploring. Children develop good social skills to mix with other children and make friends.

## Setting details

<b>Unique reference number</b>	EY259311
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1064428
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 September 2013
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in North Walsham, Norfolk. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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