

Childminder Report

Inspection date

6 December 2016

Previous inspection date

3 September 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 well-qualified childminder has a secure knowledge and understanding of how children learn. She interacts purposefully with children to support their development effectively. All children make good progress in their learning.
- Children are happy and settled in the childminder's care. She provides a welcoming, family environment where they safely learn through play.
- The childminder forms successful partnerships with parents and carers. She keeps them well informed about their children's day. The childminder observes children in their play and takes photographs to evidence their learning. Parents are encouraged to continue to share what they know about their child.
- Children follow good hygiene routines. They have daily opportunities for fresh air and exercise, either in the childminder's garden or on walks in the local environment. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The childminder's checking of children's progress is not yet robust enough to secure the best possible outcomes for all children.
- The childminder's professional development programme is not yet focused enough on broadening her knowledge and skills to raise the quality of the provision and teaching to the highest level.
- Children do not yet have a wide range of interesting and stimulating opportunities to learn about the diverse world in which they live.

What the setting needs to do to improve further

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

- strengthen the checking of children's progress to further enhance planning for children's future learning, so they have better opportunities to make higher levels of progress
- improve professional development plans so that training is more sharply focused and targeted on broadening knowledge and skills to improve the quality of teaching and learning further
- enhance opportunities for children to gain an appreciation and understanding of similarities and differences in the wider community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection and carried out a focused observation.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of other household members.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of keeping children safe and protected from harm. Risk assessments and daily checks of the premises, and for outings, are thorough. Safeguarding is effective. The childminder can identify the possible indicators of abuse. She knows the appropriate action to take if she were to have a concern about a child in her care. The childminder regularly reflects on and evaluates her practice to identify ongoing improvements. She monitors and reviews activities she plans for the children so she can identify ways to improve them further. The childminder seeks the views of parents through questionnaires. This enables her to make positive changes and to develop and improve her good practice further. Parents express their thoughts about the care and education provided for their children. They are very positive, stating that their children are always happy to attend. Parents would happily recommend the childminder to others.

Quality of teaching, learning and assessment is good

The childminding setting is very much led by children. Children become confident and independent learners. They explore at their own pace and select the resources they wish to play with. The childminder effectively supports children's decision-making. For example, children enjoy exploring model dinosaurs and animals. The childminder gets down to the children's level and joins in with their play experiences. She talks to children as they play, responding well to young children's vocalisations and babbles. For example, the childminder names the different animals and encourages the children to imitate the sounds they make. The childminder uses every opportunity to extend children's learning, introducing numbers, colours and new vocabulary as they play.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle. She finds out about children's individual interests and routines to promote continuity of care. Children are very comfortable in their environment and demonstrate that they have built a warm and trusting relationship with the childminder. The childminder is a good role model. She gives constant praise and encouragement during activities. This enables children to develop their sense of self-esteem and confidence. The childminder provides clear guidance for children about what is acceptable behaviour. She gives gentle reminders to encourage children to use good manners. Children gain an understanding of risk through everyday routines and outings. They practise the emergency evacuation drill. Children learn about road safety rules when out with the childminder.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or school. They learn to share and take turns with popular toys and resources. Children have good opportunities to develop their speaking and listening skills and become confident communicators. Babies and toddlers have sufficient space to move. They carefully coordinate their movements as they negotiate the step into the conservatory. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY421132
Local authority	Norfolk
Inspection number	1065636
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	3 September 2013
Telephone number	

The childminder was registered in 2010 and lives in East Dereham, Norfolk. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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