

Childminder Report

Inspection date

2 March 2017

Previous inspection date

9 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 childminder has a good understanding of child development. She monitors the progress made by children to identify what they need to learn next. The childminder provides effective support to their learning, guiding and encouraging children well during activities so that they make good progress. Outings are used well to enhance children's learning further.
- The childminder provides a relaxed and homely environment where children develop a positive sense of belonging. She encourages children's good behaviour in a calm and sensitive manner and uses simple rules and boundaries to help children stay safe.
- Children show that they have secure and warm relationships with the childminder that support their emotional well-being. She helps them to learn how to interact with other children and this has a positive impact on their developing friendships.
- The childminder is committed to the continued development of the provision. She reflects on all that she offers to identify where she can make improvements. She introduces changes where identified to continually improve what she offers and to ensure that practice is tailored to meet the needs of those children who attend.

It is not yet outstanding because:

- The childminder has not yet introduced a targeted programme of professional development that focuses on raising the quality of teaching and learning to outstanding levels.
- The childminder does not involve parents as much as possible in assessing children's progress.

What the setting needs to do to improve further

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

- extend the programme of professional development to help raise standards in teaching and learning even higher
- encourage parents to share more information about what children are achieving at home, in order to involve parents more fully in the assessment of children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with a co-childminder. They maintain a good overview of the educational activities they provide for children. This ensures that activities reflect children's ongoing interests and stage of development. The childminder uses a range of documents, policies and procedures to support her practice. She has a good understanding of her responsibility to promote children's welfare, safety and development. The arrangements for safeguarding are effective. The childminder has a secure understanding of local safeguarding procedures and knows the action to take if she has concerns about children's welfare. The childminder keeps parents informed of the progress their children are making through discussion and by sharing their learning journals. Parents are very complimentary about the childminding setting. They comment that the childminders are caring, supportive and their children enjoy attending.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play. She gets to know children well through regular observations and accurate assessments of what they can do. She effectively tracks children's progress to ensure that any gaps in their learning are swiftly addressed. The childminder provides a wide range of stimulating and fun experiences for children to engage in, that motivates them to learn and sustains their interest. They are enticed in to exploring a tray of play snow. Children enjoy filling and emptying containers and using various tools to make marks. Older children are beginning to draw shapes and the initial letter of their name. The childminder extends children's vocabulary well as she introduces new words and explains their meaning. She talks to children throughout activities, listens to what they say and repeats words back to them, promoting their communication skills. Children are confident to develop their own play themes and join in with other children when play interests them. For example, they work together on a favourite puzzle.

Personal development, behaviour and welfare are good

The environment is welcoming, well organised and accessible. Children know the setting very well and have the confidence to choose what they want to do and communicate their needs effectively. The childminder is very responsive to children and their emotional well-being is well catered for. Children are polite and behave well. The childminder helps them understand the needs of others, celebrate and appreciate similarities and differences. She takes children to local groups within the community. Children benefit from having these social experiences where they learn more about the world around them. Children regularly play in the enticing garden and enjoy outings, including to the allotment and wildlife park, benefiting from regular fresh air and exercise.

Outcomes for children are good

Children are making good progress and developing the skills that support their learning and prepare them for school. They count and identify colours during their play and learn about different sizes and shapes. Children manage their own self-care skills relevant to their age and demonstrate emerging independence.

Setting details

Unique reference number	256551
Local authority	Norfolk
Inspection number	1063868
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	16
Name of registered person	
Date of previous inspection	9 September 2013
Telephone number	

The childminder was registered in 1999 and lives in Martham, Norfolk. She works with a co-childminder. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate 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 2017

