

Childminder Report

Inspection date

28 June 2017

Previous inspection date

9 January 2017

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's Board procedures, improved her record keeping and monitoring of children's progress.
- The childminder provides a relaxed and homely environment where children develop a positive sense of belonging. She teaches them how to be polite and caring towards each other. Children show they have secure and warm relationships with the childminder that support their emotional well-being.
- Partnerships with parents are very positive. The childminder keeps them updated about the topics and activities their children engage in and the progress children make in their learning. She lends parents books that the children have enjoyed in her setting so parents can use these to support children's ongoing learning at home.
- The childminder has well-established links with staff at the local school. She is committed to working together with them to support children's transitions and continuity of care and learning for children.

It is not yet outstanding because:

- The childminder has not focused her professional development on developing an expert knowledge of teaching and learning to help children make the best possible progress.
- Although the childminder reflects on and is aware of the strengths and weaknesses of her provision, she does not focus on ways to drive and enhance this even further.

What the setting needs to do to improve further

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

- seek further ways to enhance professional development opportunities that focus more specifically on developing expert knowledge of teaching and learning
- identify and set challenging goals to raise the quality of the provision even higher and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact that 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, children's records and a selection of policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents expressed in written comments in their children's records and testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the childminder has worked tirelessly to follow up support provided by local authority advisors. This has helped her to make substantial improvements in her provision. Her revised systems for assessing children's progress, including completing the progress check for children aged between two and three years, help her to plan activities that engage the children so that they make good progress. Arrangements for safeguarding are effective. The childminder has attended training and knows the correct procedures to follow should she have any concerns regarding children's welfare. She has reviewed her policies, ensuring that they reflect the most recent guidance and legislation. She shares these with parents. Risk assessments are an integral feature in the childminder's practice. She supervises children well and responds quickly to minimise hazards, such as spilt sand, to enable children to play and learn in a safe environment.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of child development and how young children learn through play. She plans interesting activities that support children's next steps and effectively close any gaps in their learning. Children enjoy playing with her and respond well to her enthusiasm as she joins in with their play. She encourages children to try new sensory experiences and children become competent in handling a variety of tools. The childminder models good language to support each child's communication skills. She continually talks with children about what they are doing, asks questions and uses a variety of words to add to children's increasing vocabulary. She threads mathematical language into their play and older children competently count. Children are imaginative. They are confident to develop their own play themes with toys that interest them.

Personal development, behaviour and welfare are good

The childminder is dedicated to meeting the specific needs of individual families. She works closely with other professionals and agencies to ensure that children's needs are met and there is a joined-up approach to promoting children's development. Children benefit greatly from the childminder's positive approach to outdoor learning. For example, the well-resourced garden enables children to be physically active and enjoy plenty of fresh air. Their curiosity to explore the world around them is stimulated through play with natural materials, gardening activities and studying nature. The childminder regularly takes children on outings in the local community. They develop their social skills and receive support to develop positive attitudes to others.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning. Children learn to communicate effectively and become confident learners who take pride in their achievements. From a young age, children show good levels of concentration during activities. They are successfully learning good personal care skills to prepare them well for the next stage in their learning and school.

Setting details

Unique reference number	EY445973
Local authority	Norfolk
Inspection number	1083353
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	9 January 2017
Telephone number	

The childminder registered in 2012 and lives in Norwich. She operates all year round from 6am to 8pm, Monday to Sunday. The childminder holds an appropriate qualification at level 3. She supports children who speak English as an additional language. The childminder provides funded early education for two-, three- and four-year-old children.

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