

Childminder Report

Inspection date

14 July 2017

Previous inspection date

9 April 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 passionate about providing a safe and high-quality service to children and their families. She has completed an early years degree since her last inspection. The childminder uses her new-found knowledge to further enhance and inform her teaching practice. All children make good progress in their learning.
- The childminder has created a very warm, nurturing environment that welcomes children and their families and promotes respect and equality. The impact of the childminder's focus on the social and emotional development of children is evident. Children quickly build secure relationships with the childminder and her assistants.
- The childminder seeks the views of parents on the service she provides. This enables her to make positive changes and to develop and improve her good practice further. Parents are extremely complimentary of the childminder and the care and education she provides for their children.
- The childminder gets to know the children in her care well and is very responsive to their individual needs. She communicates with parents on a daily basis and shares information about their children's day. The childminder encourages parents to continue to share what they know about their child.
- Children have daily opportunities for exercise and fresh air. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The childminder does not monitor the teaching practice of her assistants rigorously enough to move teaching from good to outstanding.

What the setting needs to do to improve further

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

- strengthen the monitoring of the teaching practice of assistants to ensure that it is sharply focused to support children to make the best possible progress.

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 spoke with assistants and children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation. She checked evidence of the suitability and qualifications of the childminder, her assistants and the suitability of persons living in the household.
- The inspector took account of the views of parents. She spoke to a small number of parents during the inspection and looked at written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The childminder makes regular observations and accurate assessments of what children can do. She effectively uses this information to plan targeted next steps for children. The childminder has recently introduced a system for tracking different groups of children. Early indications are that the childminder is using this information to successfully identify gaps in children's learning so that steps can be taken to address them swiftly. The arrangements for safeguarding are effective. The childminder ensures that both she and her assistants have a good understanding of safeguarding procedures. They know the appropriate action to take if they were to have concerns about a child. The childminder regularly reviews and updates policies and procedures in line with current legislation and guidance. Rigorous recruitment and induction procedures are in place to help to ensure that the childminder's assistants are suitable for their role.

Quality of teaching, learning and assessment is good

The well-qualified and experienced childminder has a good understanding of how children learn and develop. She carefully organises the environment so that children have opportunities to play with a wide range of toys and resources. Children are happy and actively engaged during their time at the setting. For example, they experiment with play dough and creatively make 'cakes' with the soil and water in the mud kitchen. The childminder and her assistants interact purposefully. They get down to the children's level, join in with their play and provide support when required. The childminder promotes the development of children's speech and language skills well. She asks effective questions to extend children's learning and listens carefully to their answers.

Personal development, behaviour and welfare are good

The childminder pays close attention to health and safety. She is vigilant and carries out daily checks on the premises to ensure that all areas used by the children are safe and suitable. The childminder works closely with parents to support children to settle when they first start at her setting. Children of all ages are eager to attend. The childminder offers children sensitive support to help them understand and manage their behaviour. She and her assistants praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem. The childminder supports children to follow good hygiene routines. Children experience sociable snack and meal times. Babies and young children sleep or rest according to their needs.

Outcomes for children are good

Children make good progress and develop a good foundation for future learning in readiness for starting school. They form close friendships and enjoy their play together. Children are familiar with the daily routines. They learn to listen and respond to instructions. Children enjoy looking at books independently and with the childminder or her assistants. They eagerly join in with familiar phrases and rhymes during group activities. Children develop their physical skills and they confidently use scissors to cut out pictures. They attend to their personal care needs, relevant to their age and ability.

Setting details

Unique reference number	256546
Local authority	Norfolk
Inspection number	1063867
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	9
Number of children on roll	20
Name of registered person	
Date of previous inspection	9 April 2013
Telephone number	

The childminder registered in 2000 and lives in Talcolneston, Norfolk. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder works with up to two assistants. She operates from the local village hall for up to 50% of her time, where she has established a more formal 'pre-school' type provision as part of her child-minding business. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

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