

# Childminder Report

## Inspection date

5 September 2017

Previous inspection date

26 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 knows the children in her care well and offers a relaxed approach to learning. She plans and provides an interesting range of activities based on children's interests and next steps. Outings are used very well to extend learning opportunities and provide children with a wide range of experiences.
- The childminder has established very good relationships with parents. They regularly exchange information about children's learning and achievements. Parents value the childminder's professionalism, her caring approach and the range of educational activities she offers children. She also works very closely with schools and other professionals associated with the children.
- The childminder makes good use of the local environment to help children learn about nature, people and communities. Children develop good social skills as they attend groups where they interact with other adults and children. They are very involved in local events, such as the carnival, and take part in reading week at the library.
- Children develop strong bonds with the childminder and friendships with each other. The childminder often praises the children for their achievements. Children respond to her praise with increased motivation and confidence in their abilities.

### It is not yet outstanding because:

- The childminder has not yet established a focused programme of professional development to help her raise the quality of teaching to the highest level.
- The childminder does not gather enough information from parents about what children already know and can do on entry to the setting.

## 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 an expert knowledge of teaching and learning
- gather more detailed information from parents about what their children already know and can do when they start at the setting.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact 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 and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder.
- The inspector took account of the views of parents and other professionals provided through written testimonials.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to keep children safe from harm. She knows how to respond to any concerns she has about children's welfare and works closely with other agencies to meet the needs of children and their families. She is vigilant in maintaining safe and secure surroundings for children. Policies and procedures underpin her good practice. She shares policies and information about how the setting is run with parents, which provides them with the reassurance that children are well cared for. The childminder reflects on her practice and makes effective changes. For example, she has improved the garden by adding resources that encourage children to explore and stimulate their imagination. She has seen the positive impact this has on the development of children who she knows prefer to learn outdoors.

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

The childminder understands how children learn. She regularly observes the children as they play and identifies how she is going to help children move on in their learning. Children build their confidence as they explore and make choices for themselves. They develop problem-solving skills as they work together to build a track for toy cars. Children develop secure language and communication skills. The childminder engages in meaningful conversations with children and introduces new words and phrases to extend their vocabulary. She skilfully uses conversations to explore children's feelings about their move to school and is highly effective in supporting children to make positive transitions. Early literacy and writing skills are promoted well. Children choose materials to draw and begin to write their name. They concentrate and become absorbed in creative activities.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children. She is calm, caring and has high expectations for their behaviour. Children are kind and considerate towards others and consistently use good manners. Children benefit greatly from the childminder's enthusiastic approach to outdoor learning. The daily routine includes time in the garden, walks, visits to the park or beach where they are able to be physically active. They frequently choose to take toys outside and learn to dress appropriately for the weather. The childminder teaches children safe practices so that they learn to identify risks for themselves. They receive certificates for taking part in the fire drill, ensuring that they know what to do in case of an emergency.

### 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 share and take turns. They listen well to the childminder and follow her instructions. Children develop a practical sense of responsibility as they happily help the childminder and are eager to complete small tasks for themselves. Children become independent, for example, they put on their boots before going outside. They are confident to express their needs and interests.

## Setting details

<b>Unique reference number</b>	EY395228
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1065394
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 September 2013
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Cromer, Norfolk. She operates all year round from 7.15am until 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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