

# Childminder Report

**Inspection date**

5 October 2017

Previous inspection date

14 January 2014

<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 is very professional and well organised. She demonstrates a real passion for her role. She understands how children learn and develop, providing high-quality learning experiences that reflect children's interests and individual learning needs to help them progress well.
- The childminder nurtures children's emotional well-being very well and they thrive in the welcoming, homely atmosphere. Children settle quickly and build very strong attachments to the childminder. This encourages children to explore the world around them and provides a strong base for their developing independence.
- Partnerships with parents are excellent. The childminder regularly exchanges information with them about children's learning and achievements. Parents value the childminder's caring approach and the range of educational activities and outings she offers children to help them enjoy their learning.
- The childminder has well-established links with staff at the local pre-school and school. She is highly committed to working with them to support children's transitions and continuity of care and learning.
- Children behave very well. They are kind and well mannered. The childminder acts as a good role model for children and uses a range of strategies, such as praise and explanation, to teach them to respect and care for each other.

### It is not yet outstanding because:

- The childminder's programme of professional development is not wholly effective in helping her to continue to build on her existing good childcare skills and knowledge.

## What the setting needs to do to improve further

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

- strengthen the plans for professional development so they are sharply focused and targeted on achieving and maintaining the highest level of teaching and excellent outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 and other household members.
- 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

The childminder is very committed to providing high-quality care and education for all children and is responsive to the needs of families. She continually reflects on her provision, making improvements to resources and putting new ideas into practice. Parents are kept well informed about how the setting is run. This gives them reassurance that children are well cared for. Safeguarding is effective. The childminder has a secure knowledge of the possible signs and symptoms of abuse and the wider issues surrounding child protection. She understands her responsibility to safeguard children. She maintains a safe and secure home and is vigilant in her supervision of children.

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

The childminder knows the children in her care very well. She makes regular observations and accurate assessments of what children can do, using this information effectively to plan for their continuing progress. Resources are age appropriate and stimulate children's interest in learning. Children engage well in a wide range of freely chosen opportunities. They show determination and concentration to reach their desired goal, for example, when drawing using stencils. The childminder asks well-timed questions to promote children's thinking skills. She supports children to develop their creativity and gives them time to develop their own ideas. The childminder places a strong focus on promoting children's communication and language. She listens carefully and clarifies what children are trying to say, models the correct pronunciation of words and extends their vocabulary. She skilfully threads mathematical language into their play.

### Personal development, behaviour and welfare are good

The childminder works closely with parents and obtains detailed information from them prior to the children starting. As a result, transitions from home to the childminding setting are managed well and children settle very quickly. The childminder is very attentive to children's needs and frequently provides praise and encouragement. Children respond with increased motivation and confidence in their abilities. The childminder supports the good health of children effectively. The well-resourced garden and outings in the local community enable children to be physically active and encourage them to enjoy being outside in the fresh air. Planned activities inspire discussions about foods that are healthy and encourage children to try new tastes and textures.

### Outcomes for children are good

Children make good progress in their learning and develop many skills in preparation for school. They show high levels of independence and manage their personal care needs well. They develop good social skills when playing with their friends. Their early literacy skills are developing well. For example, they use some clearly identifiable letters when pretending to write a letter to their friends as part of their role play. They enjoy listening to stories and are starting to use props and puppets to retell familiar stories and rhymes. Children can name many colours and are beginning to count objects accurately.

## Setting details

<b>Unique reference number</b>	EY431431
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1102338
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 January 2014
<b>Telephone number</b>	

The childminder registered in 2011 and lives in a village near to Wroxham, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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