

Childminder Report

Inspection date

5 October 2017

Previous inspection date

7 January 2015

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 committed to her ongoing professional development. She accesses training to help her develop her teaching skills and is proactive in ensuring she keeps up to date with the latest developments in childcare practice.
- Children's communication and language development are promoted well. The childminder extends older children's vocabulary at every opportunity. She models language for younger children to hear and encourages them to communicate in different ways.
- Older children show good levels of concentration and determination. They engage in activities for prolonged periods, are imaginative and think creatively.
- The childminder is a good role model for children. She is warm, kind and friendly. Children are polite and use good manners. They listen to others and take account of their needs. They share resources and help one another during activities.
- Children develop secure attachments with the childminder. They quickly settle and become confident in the welcoming and safe environment. They freely choose from a good range of opportunities which is tailored to their interests and needs.

It is not yet outstanding because:

- The childminder does not precisely monitor children's ongoing progress so that weaker areas of learning can be swiftly prioritised.
- Occasionally, more focus is placed on extending the learning of older children during some planned activities and younger children do not experience the same level of targeted interaction and support.

What the setting needs to do to improve further

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

- strengthen the system for monitoring children's progress so that any emerging gaps in learning can be swiftly identified and promptly addressed with precisely targeted support
- enhance younger children's learning during group activities so that they continually experience the same high-quality learning opportunities as older 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 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 all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the signs which indicate a child may be at risk of harm. She has secure procedures in place so that any concerns about children's welfare can be acted on swiftly and decisively. The childminder evaluates her practice. She seeks the views of parents to help her determine the strengths of her provision and where there are any suggestions for improvement. Parents comment positively about the care she gives and the wide range of experiences that children have. The childminder carefully plans her environment. She ensures it is safe and suitable for children's different ages and stages of development and promotes their all-round learning. She makes effective use of the local community to broaden children's range of experiences.

Quality of teaching, learning and assessment is good

The childminder works closely with parents when children first start. She values their input into the assessments she makes of children's development on entry. She continues to share information with parents about what children learn and if there are any concerns with their development. The childminder interacts with the children throughout the day. She sits with older children as she guides and supports them to complete a puzzle and to have a go for themselves. Children share their enjoyment and pride when they complete the puzzle and eagerly ask to do it again. The childminder knows what interests children and has resources readily available to support those interests. Younger children sit with the childminder as they share a book about animals. They point to their favourite animal and make animal sounds as they begin to develop their communication skills.

Personal development, behaviour and welfare are good

Children are confident, happy and thoughtful towards others. They show pride in their achievements and value the praise the childminder gives them. They are encouraged to be independent when using and selecting resources. They develop self-care skills, such as preparing themselves to go outdoors. The childminder promotes healthy eating and offers children a healthy snack. She works closely with parents where children have special dietary needs and gives them advice and reassurance. Children have regular access to the outdoor environment. They ride around on tricycles in the childminder's garden and visit local parks where they exercise and develop their physical skills.

Outcomes for children are good

Children progress well in their learning. They show their interest in the wide range of activities. Older children learn to use tools competently. They cut safely with scissors during craft activities. They are keen to write and make marks. They recall vocabulary from previous learning, for example, they remember the names of different birds. Children are enthusiastic and listen to the childminder's instructions as they determinedly complete small tasks. Younger children quickly grow in confidence and acquire a desire to investigate and explore. Children gain positive attitudes to learning and are eager to take on challenges. They are prepared well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY317366
Local authority	Norfolk
Inspection number	1092535
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	7 January 2015
Telephone number	

The childminder registered in 2006 and lives in Wymondham, Norfolk. She opens from 7.30am to 6pm on Mondays to Thursdays during term time only. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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