

# Childminder Report

**Inspection date**

13 October 2017

Previous inspection date

3 November 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 experienced childminder has a secure knowledge and understanding of how children learn. She supports their play and learning well. Children make good progress in their learning.
- The childminder provides a warm child-centred environment. She organises her home efficiently to ensure that children can access the areas and resources safely. The childminder completes thorough risk assessments and daily checks of the premises to ensure that they are safe and suitable.
- Children form close bonds with the childminder. She is responsive to their individual needs. This has a positive effect on their emotional well-being.
- The childminder forms successful partnerships with parents. She encourages parents to share information about their child. The childminder keeps parents well informed about their child's development.
- The childminder has well-established links with the local school. She is committed to working together with them to ensure continuity of care and learning for the children.

**It is not yet outstanding because:**

- The childminder's professional development programme is not focused enough on broadening her knowledge and skills to raise the quality of the provision and teaching to the highest level.
- Children do not yet have a wide range of interesting and stimulating opportunities to learn about the diverse world, which they live.

## What the setting needs to do to improve further

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

- build on plans for professional development so that training is more sharply focused and targeted on broadening knowledge and skills to improve the quality of teaching and learning even further
- enhance opportunities for children to gain an appreciation and understanding of similarities and differences in the wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder.
- The inspector looked at relevant documentation, such as evidence of the suitability and qualifications of the childminder.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly reflects on her practice to identify ongoing improvements. She reviews activities she plans for the children so she can identify ways to improve them further. The childminder observes children during activities and regularly monitors their progress by tracking their development. She works closely with parents to put consistent approaches in place if there are any identified areas in children's development that need support. Parents express their thoughts about the care and education provided for their children. They are very positive, stating that they would happily recommend the childminder to others. The arrangements for safeguarding are effective. The childminder can identify the possible indicators of abuse. She knows the appropriate action to take if she were to have a concern about a child in her care.

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

The childminding setting is very much led by children. Babies have ample space to move and practise their early walking skills. The childminder supports children's decision making skills effectively and joins in with their play experiences. She gets down to the children's level and talks to them as they play. The childminder responds well to young children's vocalisations and babbles. For example, she names the different animals in a book and encourages the children to imitate the sounds they make. The childminder plans activities that help to engage children and build on their learning. For instance, children enjoy using their hands and toy cars to experiment with paint. The childminder seizes opportunities to incorporate numbers and colours into children's play.

### Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. The childminder follows children's home routines to promote continuity of care. Children enjoy spending time with the childminder and demonstrate that they feel happy, safe and secure in her care. The childminder gives constant praise and encouragement throughout activities. This enables children to develop their sense of self-esteem and confidence. Children gain an understanding of risk through everyday routines and outings. For example, they practise the emergency evacuation drill. Children learn about road safety rules when out with the childminder. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they have opportunities to become familiar with other settings when they accompany the childminder to take older children to school.

### Outcomes for children are good

Children make good progress and develop a good foundation for future learning, such as moving on to nursery or school. For example, they develop their independence as they explore at their own pace and select the items they wish to play with. Young children are inquisitive as they investigate musical instruments. They enjoy opportunities to develop their physical skills, for example, as they move to musical rhymes.

## Setting details

<b>Unique reference number</b>	256352
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1103369
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 November 2014
<b>Telephone number</b>	

The childminder registered in 1994 and lives in Horsford, 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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