

Childminder Report

Inspection date

13 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 liaises with other childcare professionals to keep up to date with latest legislation and share good practice. This helps her improve her own practice and promote better outcomes for children.
- Partnerships with parents are strong. The childminder is dedicated to working together with them. She keeps them informed about their children's day and learning.
- The childminder has a secure understanding of the age group she is working with. She plans an interesting range of activities that supports children's continuing progress.
- The childminder and her assistant promote the development of children's language and communication skills effectively. They respond well to the babbles and gestures of younger children, mimicking conversations and introducing new vocabulary.
- The childminder and her assistant establish secure emotional bonds with the children in their care. Children readily go to them for reassurance, hugs and cuddles.

It is not yet outstanding because:

- The childminder does not seek enough information from parents when children start in her setting to ensure that she is fully aware of what they already know and can do.
- Children do not have enough opportunities to handle and investigate objects, materials and textures as they explore the natural world.
- The childminder does not provide her assistant with sharply focused supervision to provide her with a high level of mentoring and coaching.

What the setting needs to do to improve further

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

- seek more information from parents about what children already know and can do when they first start in the childminding setting
- support children's developing awareness of the natural world, extending the opportunities for them to use their senses to discover, explore and investigate natural materials
- strengthen the arrangements to monitor the quality of the daily practices of the childminding assistants to provide them with useful mentoring and coaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder and her assistant. She also discussed the childminder's self-evaluation.
- The inspector took account of written testimonials from parents.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to providing a good-quality care and learning experience for all children. She reflects on the service that she provides. She is aware of her strengths and has plans in place to manage and address the weaknesses she has identified. The childminder keeps up to date with latest legislation. She has downloaded information about how to recognise and support vulnerable families to ensure that she is able to protect children from extreme behaviours and views. Safeguarding is effective. The childminder understands her responsibility to protect the welfare of children. Written testimonials from parents demonstrate the high regard they have for the childminder. They describe her as 'both professional and personal in equal measure'. Parents appreciate that the childminder is flexible to their changing childcare needs.

Quality of teaching, learning and assessment is good

The childminder and her assistant know the children in their care well. They talk confidently about what the children like to do. They plan and provide activities that are rooted in children's interests. For example, when providing children with a sensory activity to explore the texture of sand and foam, they include cars in the activity to support children's interest in transport and objects that can be moved. The childminder and her assistant are actively engaged in the children's play and learning. They are led by what children want to do and readily change an activity in response to younger children's short concentration spans. Children enjoy playing outdoors. They confidently develop their physical skills on the slide and climbing frame.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported well. They are happy and settled in this friendly and welcoming childminding setting. Children develop a good sense of belonging. The childminder finds out about their individual routines for sleeping and feeding through her discussions with parents and she continues these, promoting continuity of care. Parents report that they appreciate the childminder's willingness to support and advise them about childcare. Clear and consistent boundaries are in place for children's behaviour. The childminder and her assistant gently remind children of these when managing unwanted behaviour. The strategies they use take into account the age and level of understanding of the children. Good behaviour and individual efforts are given meaningful praise, effectively supporting children's self-esteem.

Outcomes for children are good

The childminder checks the progress of the children in her care. She identifies any emerging gaps so that appropriate interventions can be implemented. Children make good progress and develop the foundations for future learning. They are independent, motivated and confidently lead their own play. When playing outdoors children count spontaneously as they climb the steps to the slide. Children manage their self-care skills relevant to their age and level of understanding.

Setting details

Unique reference number	EY491594
Local authority	Norfolk
Inspection number	1026491
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	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Roydon, Norfolk. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

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