

Childminder Report

Inspection date

3 November 2017

Previous inspection date

20 October 2014

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 experienced childminder has a good understanding of how children learn and develop. She supports their play and learning well. Children actively participate in an exciting range of planned activities. They are keen and motivated learners.
- The childminder provides children with a welcoming, family environment. Children form close bonds with the childminder and they are happy and settled in her care. This has a positive effect on their emotional well-being.
- Children are familiar with the daily routines. They enjoy healthy snacks and meals in a social atmosphere. Children have opportunities for fresh air and exercise, either in the childminder's garden or on walks locally. This helps to promote their good health and supports their physical well-being.
- The childminder helps to extend children's social skills and confidence. For example, she plans trips out to places in the community, such as the library and soft-play centre.
- The childminder keeps parents well informed about their children's day.

It is not yet outstanding because:

- The childminder does not fully utilise her partnership with parents to gather precise information about what children are learning at home to complement their learning further.
- On occasions, the childminder overlooks opportunities to extend children's thinking skills to a higher level.

What the setting needs to do to improve further

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

- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home so that this can be taken into account when planning for children's future learning
- provide more opportunities for children to develop their thoughts and think through their ideas.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector viewed records of children's learning and development and a selection of policies and procedures.
- 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 uses self-evaluation to identify ongoing improvements. She seeks the views of parents. This enables her to make positive changes and to develop and improve her good practice further. The childminder attends additional training courses whenever possible to develop her own skills and to benefit the needs of the children. She understands the importance of keeping children safe and protected from harm. Risk assessments and daily checks of the premises and for outings are thorough. The arrangements for safeguarding are effective. The childminder ensures that she has a good understanding of safeguarding procedures. She knows the appropriate action to take if she were to have any concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder knows the children well and plans activities that engage them and build on their learning. For example, the childminder provides activities to help support children's mathematical skills. Children eagerly match colours and count how many soft balls they need when creating pretend caterpillars. They know adding more increases the value and confidently use language, such as one more. The childminder provides support when required. She recognises that young children's concentration span can be short and is very flexible with activities. The childminder encourages children to make choices about what they want to play with. She joins in with their play experiences. The childminder gets down to the children's level and talks to them as they play. Children enjoy talking to the childminder about their families and experiences they have outside of her setting.

Personal development, behaviour and welfare are good

The childminder is a good role model. She provides children with simple house rules so that they have a clear understanding of what she expects of them. The childminder is calm and provides clear guidance for children about what is acceptable behaviour. She gives constant praise and encouragement throughout activities. Children develop their confidence and self-esteem. They develop a practical sense of responsibility as they happily help the childminder tidy away before starting another activity. The childminder teaches children safe practices, such as crossing roads, so they learn to identify risks for themselves. She 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 collect children from nursery and school.

Outcomes for children are good

Children develop many skills in readiness for the next stage in their learning, such as nursery or starting school. They learn to be more independent. For example, children put on their own shoes before going outside and wash their hands before meals. Children learn to share and take turns. They form friendships. Children enjoy looking at books with the childminder. They have many opportunities to develop their early reading and writing skills. All children make good progress in their learning.

Setting details

Unique reference number	256597
Local authority	Norfolk
Inspection number	1103372
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	20 October 2014
Telephone number	

The childminder registered in 1988. She operates Monday to Friday from 7.30am to 5.30pm, all year round, 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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