

Childminder Report

Inspection date

25 January 2018

Previous inspection date

19 March 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 childminder is committed to her ongoing professional development. She continually seeks way to improve her knowledge and skills. She incorporates ideas from training into her practice, such as when making detailed assessments of children's progress.
- The childminder skilfully follows children's interests as they play. She enriches their learning and introduces a wide range of vocabulary for children to hear and repeat. Children engage well in activities and show that they are eager to learn.
- The childminder works effectively in partnership with parents and other settings that children attend. They share important information with each other about children's learning and development, and work collaboratively to help children to progress well.
- The childminder has high expectations for children's behaviour. She is an excellent role model and teaches children to be polite and use good manners. Children happily share resources with their friends. They are kind and polite to others.
- The childminder teaches children how to keep themselves and others safe. Children know that they must be careful when accessing large play equipment when it is wet. They patiently wait for the childminder to make the equipment safe.

It is not yet outstanding because:

- At times, the childminder asks children frequent questions as they play. Children do not always respond to her questions when they are deeply engaged in play.
- Children do not have a wide range of rich and meaningful opportunities to learn about the wider world.

What the setting needs to do to improve further

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

- reflect on the use of questioning during activities so that it is purposeful and effectively enhances children's listening skills and promotes their deeper learning
- provide a wide range of opportunities for children to learn about people and communities beyond their own and develop a rich understanding of the wider world.

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 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

The childminder has high expectations for the quality of her provision and for children's progress. She continuously reflects on her provision and seeks ways to develop it further. She identifies future improvements she would like to make, which are focused on improving children's experiences in the setting. The childminder regularly meets with other childminders to share ideas for practice and to evaluate the effectiveness of activities. Safeguarding is effective. The childminder knows how to identify signs that may indicate a child is at risk of harm. She knows the procedures she must follow to refer her concerns quickly and decisively. The childminder uses the local community to broaden children's range of experiences. They visit the park, library and toddler groups. This supports children's sense of belonging and helps them to develop good social skills.

Quality of teaching, learning and assessment is good

The childminder uses her assessments of children's progress to plan precise targets for children's future learning. She identifies any emerging gaps in their learning and promptly addresses them through enjoyable activities. The childminder creates an environment which is rich in number and language. Children competently count objects at every opportunity. They are vocal and regularly engage in conversations about their families and life outside of the setting. Children play imaginatively and the childminder joins in with their games, such as tasting the pretend food they have made. Young children make marks using a spoon in powder. They draw a circle for a face and imaginatively use buttons for eyes. Children squeal with delight and are proud of their achievements.

Personal development, behaviour and welfare are good

Children build a secure and close attachment with the childminder. She responds well to their needs. This helps children to settle quickly and feel safe. The childminder encourages children to be independent at every opportunity. They capably put their coats on to go outdoors. Young children are encouraged to manage their own self-care needs. The childminder teaches them good hygiene. Children know they must put tissues in the bin after wiping their nose. Children have daily outdoor opportunities to support their good health. They climb and jump in the childminder's garden. They go on walks in the nearby woods and enjoy making fruit cocktails. The childminder enthusiastically praises children for their achievements. This promotes their self-esteem. Children are confident to make choices and give their opinions about what they want to do.

Outcomes for children are good

Children make good progress in their learning and in some areas, exceed typical progress. They are highly motivated and eager to join in activities. They are keen to do small tasks for themselves, such as tidy away toys. Children are effective communicators and develop a wide range of vocabulary. Younger children enjoy exploring and investigating with their senses. Older children enjoy playing imaginatively. Children are keen to learn new skills and have a can-do attitude that prepares them well for the move on to school.

Setting details

Unique reference number	EY461104
Local authority	Norfolk
Inspection number	1102491
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	19 March 2014
Telephone number	

The childminder registered in 2014 and lives in Norwich, Norfolk. She operates all year round from 8am to 6pm on Mondays, Tuesdays and Thursdays, 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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