

Childminder Report

Inspection date

2 May 2018

Previous inspection date

2 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 childminder is professional and well organised. She demonstrates a real passion for her role. Overall, she understands how children learn and develop, providing high-quality learning experiences that reflect children's interests and learning needs. This helps children progress well and acquire key skills for their next stage in their learning.
- The childminder has formed strong relationships with the children. She nurtures their emotional well-being very well and they thrive in the child-centred, relaxed atmosphere.
- The childminder is a good role model, who teaches children to be kind and caring towards one another and helps them to build friendships. She provides frequent praise and encouragement, to help children recognise their efforts and achievements.
- The childminder has established very good relationships with parents. She frequently shares information about the activities their children engage in and their achievements. Comments from parents show how much they value and appreciate the good care and learning opportunities the childminder provides for their children.
- The childminder has good links with staff at other settings children attend, working closely with them to provide continuity in children's care and learning.

It is not yet outstanding because:

- At times, the childminder does not give children enough time to think through and express their ideas in response to her questions.
- The childminder does not fully promote children's ability to listen and concentrate as she does not consider the impact of background noise on their learning.

What the setting needs to do to improve further

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

- enhance teaching strategies to provide children with more time to think about and respond to questions
- extend opportunities for children to extend their listening and attention skills to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the possible signs of abuse and understands wider issues surrounding child protection. She maintains a safe and secure home and is vigilant in her supervision of children. The childminder is qualified and experienced. She effectively updates and enhances her knowledge and skills through training, online research and meetings with other practitioners to share good practice and new ideas. This is having a positive impact on the quality of the provision and the education that children receive. The childminder is highly responsive to the views of parents and children when evaluating her service and continues to make improvements.

Quality of teaching, learning and assessment is good

The childminder knows children very well. She makes regular observations and assessments of what children know and can do. This enables her to plan activities around children's interests that build on their knowledge and skills. Children willingly try new experiences, helping to make dough and exploring sensory materials with interest. They enjoy the challenge of creating different shapes with dough, moulding, cutting and rolling with increasing dexterity. Overall, the childminder focuses her teaching well on ensuring children develop their speech and communication skills. She naturally holds conversations with children, supports their pronunciation of words and extends their vocabulary during play and stories. The childminder skilfully threads mathematical language and concepts, such as simple addition and subtraction, throughout activities.

Personal development, behaviour and welfare are good

The childminder clearly enjoys the company of the children in her care. She gets down to their level and is playful in her interactions, which in turn, stimulates children to join in. For example, children willingly help tidy up as they dance along to music, also benefiting from this daily physical activity. Children's good health and well-being are effectively supported. They spend time outdoors playing in the childminder's garden or go on outings in the community. The childminder teaches children how to keep themselves safe. For example, children know to look and listen for traffic to help them decide when it is safe to cross the road. Outings are used well to support children's social skills. They learn to mix well with other children and interact confidently with unfamiliar adults.

Outcomes for children are good

Children learn key skills for their future education. They have a positive attitude to learning, eagerly engage in activities and show determination to achieve their goals. Children are confident speakers, listen well, overall, and follow instructions. They independently manage their self-care needs. Children show an interest in books and enjoy listening to stories. Older children understand that print carries meaning and are beginning to make connections with sounds and letters to help prepare them to read. Children count and identify colours during their play and learn about shapes and sizes.

Setting details

Unique reference number	154976
Local authority	Norfolk
Inspection number	1103047
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	2 October 2014
Telephone number	

The childminder registered in 2001. She operates all year round from 7.30am to 6.15pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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