

# Childminder Report

**Inspection date**

21 May 2018

Previous inspection date

16 June 2015

<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 childminder is committed to her ongoing development. She regularly attends training as a way to develop her knowledge and skills. The childminder regularly reflects on her provision and makes changes to suit the needs of children who attend.
- Children build secure attachments to the childminder, which helps them to settle quickly. Children are happy to arrive at the childminder's house and are eager to start their day with group activities. For example, they find symbols for the weather and the day of the week, as well as named photographs of themselves, which they stick to a board.
- Parents' feedback is positive. They comment on how happy they are with the childminder's warm and supportive manner as well as the wide range of activities, trips and experiences she offers to their children.
- Children enjoy a variety of physical activities. They make good use of the garden space to pedal tricycles, splash and pour with water equipment and chase bubbles with little nets. They delight in games with their friends, laughing as they play cooperatively.
- The childminder has a good understanding of how children learn and develop. She knows children in her care well and uses this knowledge to plan interesting activities to support their continued progress and meet any gaps in their learning.

### It is not yet outstanding because:

- Sometimes, the childminder does not fully promote shared learning with parents or with other providers, to extend children's individual development and progress even further.

## What the setting needs to do to improve further

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

- make the most of opportunities to promote continuity of learning between home and other education settings that children attend to support children to make consistently high rates of progress.

### 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 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 completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms of abuse and knows what to do if she has concerns about a child's welfare. The childminder actively seeks the views of parents to help her to review her service. The childminder meets regularly with other childminders to share ideas and hold special activities for children in her care. For example, trips to the local adventure park and tea parties. The childminder is vigilant and risk assesses activities, such as outings, to safeguard children's well-being.

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

The childminder supports children's language skills and skilfully provides new vocabulary during play. The childminder encourages parents to share information about children's prior learning when they first start attending. This enables her to begin planning for children's progress at an early stage. The childminder has carefully organised her environment to enable children to independently access toys and resources. The childminder is skilled in adding challenge to activities to meet children's individual needs. For example, she extends a painting activity to explore making colour for a child who is interested in mixing the paints together. The childminder shares her assessments and observations with parents regularly, as well as details of each child's daily activities. She works in partnership with parents to support children's developing self-care skills, such as potty training. The childminder provides opportunities for children to learn about healthy eating and scientific concepts, such as growth, during planting activities in the garden.

### Personal development, behaviour and welfare are good

The childminder praises children purposefully, encouraging them to try new skills. Children show pride in their achievements, such as exclaiming, 'Yay, I did it!' after successfully squeezing paint from bottles. Children make choices about what they would like to do next. The childminder offers a wide range of activities and toys in her welcoming home. Children show concern for and readily help others. They are eager to help with routine tasks, such as cleaning the table after meals and tidying toys away themselves. Children are encouraged to be independent. They take themselves to the toilet, cut their own fruit at snack time and wash their plates up at the sink. Children have plenty of opportunities to learn about the wider world, celebrating global events, such as Chinese New Year and talking about their own home lives.

### Outcomes for children are good

All children make good progress in their learning and development. They are confident and actively explore the activities on offer. Children develop their small-muscle skills and hand-to-eye coordination, for example, when painting or mark making. They enjoy books and trips to the library, and take delight in dressing up as their favourite characters for World Book Day. Children use numeracy skills readily in their play, for example counting stickers. Children are well prepared for their next stage in learning, such as school.

## Setting details

<b>Unique reference number</b>	256365
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090433
<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>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	

The childminder registered in 2000 and lives in Horsford, Norfolk. She operates all year round, from 8am to 5.30pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

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