

Childminder Report

Inspection date

6 June 2018

Previous inspection date

8 June 2015

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 skilfully introduces vocabulary during activities to support children's language skills. She encourages them to listen carefully, repeating new words for them to copy. Children are active learners, who engage well and ask the childminder questions as they play.
- The childminder communicates with parents and carers well. She regularly updates parents on the activities their child takes part in and their learning achievements. The childminder works in partnership with other professionals to support children's additional learning and health needs.
- Parents describe the childminder as 'supportive', 'professional' and 'warm'. Parents particularly appreciate the range of outings and activities that the childminder offers their children.
- Children's independence is supported through routines, such as snack time. The childminder encourages children to wash their hands, choose a coloured plate and cut their own fruit up.
- The childminder is a good role model, encouraging children to be polite and use good manners. Children are kind to their friends, sharing resources and talking with them during mealtimes.

It is not yet outstanding because:

- The childminder does not give the same consideration to the thoughtful planning of the outdoor environment as she does inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

What the setting needs to do to improve further

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

- strengthen the planning for activities in the outdoor environment to help children who prefer to learn outside have the same level of stimulating experiences as provided indoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 viewed relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection as well as reading written feedback provided.

Inspector

Kate Oakley

Inspection findings

Effectiveness of the leadership and management is good

The childminder is reflective, continually reviewing her service to meet the needs of children and families. She gains verbal and written feedback from parents and carers regularly, making adjustments accordingly. The arrangements for safeguarding are effective. The childminder has a strong understanding of child protection procedures, including what to do if she has concerns about the welfare of a child. The childminder plans well for her continued professional development. She accesses training and incorporates new ideas into her practice. For example, she has recently streamlined her assessment and planning systems to enable her to spend more time engaging directly with children. Additional funding is used appropriately to purchase resources and special activities to support individual children's learning and sensory needs.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn, skilfully following their interests during play to enhance their learning and engagement. For example, she encourages children to count toy animals and to think about what those animals might eat. The childminder uses an effective tracking system to identify and plan to meet gaps in children's learning. She organises her environment carefully to reflect the needs of children in her care. There is a two-way flow of information between parents and the childminder. This supports children's care and enables the childminder to plan learning opportunities based on their interests. For example, parents write comments in their child's daily diary about their home activities. The childminder responds with observations of their child's play during their time with her. She has also developed good links with other educational settings that children attend to support continuity in their learning.

Personal development, behaviour and welfare are good

Children develop good bonds with the childminder and settle quickly. The childminder responds well to children's needs. Children show that they feel safe in her home. They confidently access toys and equipment themselves, choosing items from the well-organised drawers and storage units. Children behave very well. They have regular opportunities to join in with outings. For example, the childminder takes children to the library and park as well as to playgroups where they enjoy socialising with a large group of children. Children confidently make choices, such as choosing their favourite colour of plate.

Outcomes for children are good

All children make good progress from their starting points, including those who have special educational needs and/or disabilities. Children are effective communicators, keen to share their ideas and opinions. Children readily explore narratives in their play. For example, they use small-world toys to tell the story of a sick cow that needs a doctor. Children develop key skills, such as learning to put on their own coat and shoes. They are well prepared for their next stage in learning, such as school.

Setting details

Unique reference number	EY218208
Local authority	Norfolk
Inspection number	1091333
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	8 June 2015
Telephone number	

The childminder registered in 2002. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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