

Childminder Report

Inspection date	31 January 2018
Previous inspection date	6 February 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

- Children enjoy themselves and show interest in learning. Young children learn to play alongside each other.
- The childminder completes training to build her knowledge of how to support children's well-being and development. As a result children make good progress.
- The childminder has thoughtfully arranged her home. It is a comfortable and inviting space for children to play. The indoor and outdoor areas have a good range of toys and resources that reflect the different areas of learning.
- Partnerships with parents are strong. The childminder ensures that there is a two-way flow of information about children between herself and parents. This supports children's emotional well-being.
- The childminder helps children to learn how to behave well. Children's good behaviour shows that they feel safe in the childminder's care.
- Where children may have an additional need the childminder provides help and advice to parents. This enables parents to seek timely help from other professionals for their children.

It is not yet outstanding because:

- The childminder's assessments are not yet thorough enough to support highly responsive teaching for children to learn faster.

What the setting needs to do to improve further

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

- assess children's learning in more detail to facilitate highly responsive teaching and faster learning.

Inspection activities

- The inspector observed general play and routines in the childminder's home.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with childminder and children at appropriate times throughout the inspection.
- The inspector reviewed the provider's self-evaluation.
- The inspector spoke to parents and viewed written feedback from parents, and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands what she must do to keep children safe. She is aware of local procedures to safeguard children and knows how to follow these. The childminder regularly reviews her practice and identifies how to make improvements to maintain the good quality of care and learning that she gives children. The childminder regularly seeks feedback from parents. The childminder knows where children are in their learning and makes plans for their individual next steps. There is scope for the childminder to focus her assessments more sharply, to enable her to respond more quickly to children's learning needs. Parents are involved in children's learning. The childminder finds out from parents where children are developmentally when they first begin. She shares her ongoing assessments of children's learning with parents, and sends photographs of children during their activities to parents.

Quality of teaching, learning and assessment is good

The childminder uses her strong knowledge of how children learn and develop to guide them in their learning as they play. She plans activities that stem from children's interests. This encourages them to participate in learning activities. For example, the childminder uses a child's interest in a film character and provides pictures of the character and supports the child to make a collage using various materials. Children's physical development is well-supported. The childminder supports them to practice their small movements. For example, children manipulate stickers as they make their collage. The childminder has developed an inviting cosy area for young children to explore a range of sensory toys. The childminder takes children on regular outings. This encourages them to enjoy new experiences and to learn about the world around them.

Personal development, behaviour and welfare are good

The childminder gets to know children's individual needs and preferences well. She often talks to parents about what children do at home and their routines. The childminder is flexible to meeting children's needs. For example, when a young child naps during the regular lunchtime she ensures there is a meal available soon after they wake. The childminder reminds children how to use toys carefully. This makes sure that children keep themselves and others safe.

Outcomes for children are good

Children enjoy listening to stories and learn new words. They are curious and confidently try out their own ideas. For example, children explore balls with flashing lights and feel the different textures of toys. They pick up the balls and put them in and out of various containers. Young children begin to gain skills for their future learning, including early writing. For example, children experiment with making marks on paper, using a variety of equipment such as pens, or toy cars which they roll through paint.

Setting details

Unique reference number	EY456078
Local authority	Norfolk
Inspection number	1060401
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	6 February 2014
Telephone number	

The childminder was registered in 2014. She works with an assistant. The childminder holds an appropriate qualification at level 3. The childminder opens from 6.30am until 10pm. The childminder is open for 52 weeks a year and works bank holidays except for December 25 and 26.

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