

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 29 August 2018 |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| Effectiveness of 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

### The provision is good

- The childminder provides a relaxed, homely environment where children develop a strong sense of belonging. Children confidently select resources they want to play with, play happily alongside the childminder and are confident to ask for her support. The childminder frequently praises children for their achievements. Children respond with increased confidence in their abilities and willingness to try new challenges.
- The childminder's kind, caring and nurturing approach helps children to develop a close bond with her. She is attentive to their needs, meaning children are happy and emotionally secure in their surroundings. Children are friendly, helpful and play harmoniously alongside each other.
- Children's language and communication skills are fostered particularly well. The childminder talks to children continually, supports the pronunciation of words and extends their vocabulary by introducing and repeating words related to their play.
- Partnerships with parents are very positive. The childminder regularly exchanges information with them about children's learning and achievements. Parents comment how much they value the childminder's caring approach and the range of educational activities and outings she offers to help their children enjoy learning.

### It is not yet outstanding because:

- The childminder does not consistently use information gathered from assessments to focus all future planning precisely on helping children to make rapid progress in all areas of learning.
- The childminder does not consistently make best use of mealtimes to support children's growing self-care skills and enhance their understanding of good hygiene routines.

## What the setting needs to do to improve further

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

- use the information gained from assessment more effectively, so that planning for children's future learning helps them to make rapid progress
- provide children with more opportunities to be independent in their self-care and learn about how good mealtime routines benefit their health.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact that 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, children's records and a selection of 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 and those spoken to on the day.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is professional and well organised. She uses effective strategies to develop her professional knowledge and skills, using what she has learned to improve practice. For example, she gathers detailed information on children's achievements on entry so that she can effectively monitor their ongoing progress. Safeguarding is effective. The childminder knows the possible signs of abuse, understands wider issues surrounding child protection, and knows how to report any concerns she may have about children's welfare. Children's safety is a priority. The childminder maintains a safe environment, supervises children well and teaches them how to keep themselves safe.

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

The childminder knows the children in her care very well. Ongoing observations and assessments of children's development enable her to identify any emerging gaps in their learning quickly. She works closely alongside parents to seek advice from other professionals and establish strategies to help all children make good progress. The childminder gets down to the children's level and joins in their play with interest. She questions well to find out what children already know, encourage them to think and problem solve. Children have plenty of opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with pens, operate toys and manipulate dough with increasing skill.

### Personal development, behaviour and welfare are good

The childminder clearly enjoys the company of the children in her care. Children are happy, confident and relaxed in her home. They learn to share resources and play cooperatively with their friends. The childminder helps to extend children's social skills, regularly taking them on outings locally so that they meet other adults and children. The well-resourced garden enables children to be physically active and encourages them to enjoy being outside in the fresh air exploring and playing. The childminder provides healthy, nutritious meals that the children clearly enjoy.

### Outcomes for children are good

Children make good progress and develop key skills to support their future learning. They are confident communicators and readily share their ideas and experiences. Children show an eagerness to explore, investigate resources and try to discover how things work. They name many colours accurately and recognise numbers. They are beginning to count objects confidently and compare size during a variety of activities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY500643  |
| <b>Local authority</b>             | Norfolk   |
| <b>Inspection number</b>           | 10067424  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 1 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 7   |
| <b>Date of previous inspection</b> | Not applicable  |

The childminder registered in 2016. She operates all year round, from 7.30am to 6.15pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

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