

# Childminder report

8 John Davis Way, Watlington, King's Lynn, Norfolk PE33 0TD



<b>Inspection date</b>	21 September 2018
Previous inspection date	9 October 2014

<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 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 experienced childminder provides children with a welcoming, family environment. She has high expectations for children's behaviour and teaches them to be polite and use good manners. Children demonstrate that they have warm and trusting relationships with the childminder. This has a positive effect on their emotional well-being.
- The childminder has a secure knowledge and understanding of how children learn and develop. She supports children's play and learning well. Children make good progress, in readiness for school.
- Children follow good hygiene routines. They have access to fresh air and exercise daily, which helps to promote their good health. For example, the childminder plans regular trips with the children to the local playground after collecting older children from school. This promotes children's physical well-being.
- The childminder observes children and routinely monitors their progress by tracking their development. She uses this information to plan effectively for children's next steps in learning.
- Partnerships with parents are positive. The childminder keeps them updated with activities that their children engage in and provides regular opportunities for them to review their children's progress. Parents are extremely complimentary about the childminder and the care and learning she provides for their children.

### It is not yet outstanding because:

- The childminder does not have effective communication links with other settings that all children attend, to enable them to work closer together to fully meet their learning needs.

## What the setting needs to do to improve further

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

- strengthen partnerships with all early years settings that children attend, in order to fully promote continuity of care and learning for children.

### 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 at appropriate times during the inspection. She looked at relevant documentation and children's records and discussed the childminder's policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Karen Harris

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that she has a good understanding of safeguarding procedures. She knows the appropriate action to take if she has any concerns about a child. The childminder ensures that children receive a variety of experiences in her home and on outings. For example, she attends local groups with the children to help to extend their social skills and confidence. The childminder reflects on her practice to identify ongoing improvements. She keeps up to date with developments in childcare and shares good practice with other childminders. The childminder completes training courses whenever possible to enhance her knowledge and improve outcomes for children. She regularly seeks the views of parents. This enables the childminder to make positive changes and to develop and improve her good practice further.

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

The childminder consistently engages children in good-quality learning opportunities throughout the day. She knows what interests children and regularly provides them with activities that build on their knowledge and skills. For instance, children are motivated and interested as they use letter-shaped sponges to print with paint. They listen to instructions and follow them well. The childminder takes opportunities to extend children's learning and development. She skilfully questions children and listens carefully to their answers. She uses good opportunities to incorporate mathematical language into children's play. The childminder encourages children to talk about their families and the experiences they have outside of her setting. Children enjoy talking to the childminder.

### Personal development, behaviour and welfare are good

Children are very comfortable in their environment. The childminder provides children with simple house rules so that they have a clear understanding of what she expects of them. The childminder routinely provides praise and encouragement as she recognises children's achievements. This enables children to develop their confidence and sense of self-esteem. Children gain an understanding of risk through everyday routines and outings. For example, they practise the emergency evacuation drill. Children learn about road safety rules when out with the childminder. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they become familiar with other settings when they accompany the childminder to collect older children from school.

### Outcomes for children are good

Children make good progress and are working comfortably within the range of development typical for their age. They have a positive attitude to learning and are keen to try out new experiences. Children's early literacy skills are developing well. They are learning to recognise letters and the sounds they represent. Children have opportunities to count and identify colours as they play. They are well prepared for the next stage in learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	256557
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10069609
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	9 October 2014

The childminder registered in 1987 and lives in Watlington, Norfolk. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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