

# Childminder report

<b>Inspection date</b>	9 October 2018
Previous inspection date	23 July 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 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. Children form close bonds with the childminder and they are happy and settled in her care. 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 have daily opportunities for fresh air and exercise in the childminder's garden or on trips out to places in the local area, such as the woods. These help to promote children's good health and support their physical development.
- The childminder organises her home efficiently and children access the areas and resources safely. She supervises children well and makes regular checks of her home to ensure that all areas used by the children are safe and suitable.
- The childminder has developed effective communication links with other settings that children attend. She is committed to working together with them to ensure continuity of care and learning for the children.

### It is not yet outstanding because:

- The childminder does not gather precise information from parents about what children are learning at home when they first start at her setting.
- The childminder reflects on and is aware of the strengths and weaknesses of her provision. However, she has not yet pinpointed ways to drive this even further.

## What the setting needs to do to improve further

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

- work more closely with parents to gather detailed information about what their children can already do so that starting points in learning can be collaboratively identified on entry
- identify and set challenging goals to raise the quality of the provision and outcomes for children to the highest level.

### 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 spoke with the childminder during the inspection.
- The inspector checked the suitability of the childminder and those living on the premises. 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 took account of the views of parents through written feedback provided.

#### Inspector

Karen Harris

## Inspection findings

### Effectiveness of leadership and management is good

The childminder completes training courses to continue to enhance her own skills. This contributes towards good teaching practice and has a positive impact on children's learning and development. Parents express their thoughts about the service the childminder provides. They are extremely complimentary of the childminder and state that they recommend her to others. The arrangements for safeguarding are effective. The childminder understands the importance of safeguarding children. She fully understands her role to protect children in her care and knows what to do should she have any concerns about children's welfare.

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

The childminder presents toys and resources effectively to support children's free choice and independence. Children are confident to explore the environment and make choices for themselves. They are happy and actively engaged. The childminder supports children's decision-making skills effectively and joins in with their play experiences. She gets to know the children in her care well and takes photographs of them in their play to evidence their learning. The childminder completes regular assessments of what children can do. She plans activities around children's interests that build on their skills, to support their continuing progress. For example, children use items, such as sticks, leaves and acorns, to create characters in their favourite books. The childminder supports children's language development very well. For example, she models language effectively, asks questions that encourage children to respond and holds engaging discussions to support their learning further. Children enjoy talking to the childminder about experiences they have outside of her setting.

### Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She follows children's home routines to promote continuity of care. Children enjoy spending time with the childminder. They develop a practical sense of responsibility as they join in with tidying toys away. The childminder gives meaningful praise and encouragement as she recognises children's efforts and achievements. Children develop their confidence and sense of self-esteem. 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 other children from nursery.

### Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for the next stage in their learning, such as nursery or starting school. Children develop self-care skills and learn about healthy practices, such as handwashing before eating. They become more independent. For example, children put on their own boots before going outside and use knives to cut their banana at snack. Children develop a real interest in books. They enjoy listening to stories read by the childminder. Children have regular opportunities to develop their early writing skills. They identify colours, shapes and count objects.

## Setting details

<b>Unique reference number</b>	256249
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10064964
<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>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 July 2015

The childminder was registered in 1991. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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