

Childminder report

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| Inspection date | 2 November 2018 |
| Previous inspection date | 24 March 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 childminder is professional and well organised. She regularly reviews and updates her policies and procedures to ensure they reflect current guidance and legislation. She keeps detailed and secure records to promote children's welfare.
- The childminder works closely in partnership with parents. She gathers information from parents when children first start to support their smooth entry into the setting. She keeps parents informed about children's progress.
- Children are eager and motivated learners. They participate in a wide range of interesting learning opportunities. Children play imaginatively, they act out roles and past experiences. They enjoy exploring and investigating with a variety of resources.
- The childminder and her assistant have high expectations for children's behaviour. They teach children to be polite and use good manners. Older children learn to negotiate turn taking with their friends. Children behave well and develop good social skills.
- Children are confident to express their needs and to seek support when needed. The childminder and her assistant encourage children to be independent. Children are willing to try new tasks for themselves.

It is not yet outstanding because:

- Occasionally, the childminder does not provide children with highly challenging and ambitious learning opportunities to help children to progress rapidly.
- The childminder does not focus her professional development, or that of her assistant, on enhancing teaching practice to a high level.

What the setting needs to do to improve further

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

- plan aspirational and highly targeted learning opportunities for children that reflect their precise level of development to secure their rapid progress
- seek a wide range of professional development opportunities and share knowledge and skills with assistants to enhance the quality of teaching to a high level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

The childminder is enthusiastic and committed to providing children with good quality care and education. She works closely with her assistant and they continually reflect on what they provide for children. The assistant is confident to share her ideas of how to develop children's learning opportunities further. They communicate effectively throughout the day and share their observations and assessments of what children learn. Safeguarding is effective. The childminder and her assistant have a secure understanding of how to keep children safe from harm. The childminder knows how to report any concerns that she may have about children's welfare to the appropriate professionals. The childminder supervises children closely to keep them safe. She regularly checks her premises to identify any hazards, which she promptly removes so as not to place children at risk of harm.

Quality of teaching, learning and assessment is good

The childminder plans interesting opportunities for children. They show good concentration as they scoop coloured rice with small hand tools and pour it into pots. The childminder adapts activities to take account of the different aged children who attend. Younger children explore with their senses. They hold and manipulate different coloured shapes. Older children confidently name the shapes and colours. Children independently draw. The childminder follows children's interests and encourages them to draw different family members and facial features. The childminder's assistant gets down to children's level to play with them. She encourages young children to have a go and place pieces into a puzzle. The childminder knows the children well. She completes ongoing assessments of children's learning and regularly checks on their development to ensure children's continued good progress.

Personal development, behaviour and welfare are good

The childminder's premises are warm and welcoming. Children quickly settle into her care. They are confident and freely choose what they want to do. Younger children are familiar with routines and easily adapt to changes throughout the day. The childminder is sensitive to children's changing needs, such as when they are tired or hungry. Younger children quickly settle to sleep and wake up happy and refreshed. Children enjoy playing alongside one another and seek out others to join in their play. The childminder supports children to adopt healthy lifestyles. For example, children benefit from physical play opportunities in the garden and are encouraged to try different healthy foods. The childminder enthusiastically praises children for trying the food. The childminder and her assistant are good role models. They demonstrate to children how to follow good hygiene procedures and teach older children to be competent in self-care.

Outcomes for children are good

Children progress well from their starting points. They listen to the childminder's instructions and respond accordingly. They are confident and friendly communicators. They concentrate well in activities and are determined to achieve their desired goal. They show good imagination and a strong desire to learn. Children develop important skills to prepare them for the next stage in their learning, such as school.

Setting details

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| Unique reference number | 256655 |
| Local authority | Norfolk |
| Inspection number | 10071052 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 8 |
| Total number of places | 12 |
| Number of children on roll | 15 |
| Date of previous inspection | 24 March 2015 |

The childminder registered in 1992 and lives in Belton, Norfolk. She works with up to two assistants at any one time. She operates all year round from 7am until 6pm each week day, and from 8am until noon on Saturday. The childminder holds a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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