

Childminder report

Inspection date	13 November 2018
Previous inspection date	17 June 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 reflects well on her practice and continues to drive her setting forward. For example, she gathers more in-depth information about children's learning and development from the start. Children make good progress from their starting points.
- The childminder has developed successful partnerships with parents and other settings that children attend. She shares information with them regularly to identify children's learning objectives and to find out about their achievements. This ensures a consistent approach to children's learning and development.
- The childminder supports children self-esteem well. She praises children and encourages them to 'have a go' at new activities and to keep trying. Children learn to have a can-do attitude and become resilient learners. Children have a wonderful relationship with the childminder.
- Children's behaviour is very good and they show great kindness and respect towards one another and to the childminder. Interesting activities aid them in developing an appreciation of diversity. For example, children read about similarities and differences with people. They look at different pictures on each page and talk about children wearing braces on their teeth and being very tall.
- The childminder's interactions with children are playful and purposeful. She has a good awareness of how young children develop and uses play and planned activities to engage children and build on their interests.

It is not yet outstanding because:

- The childminder does not always use her knowledge of what children need to learn next to plan challenging experiences that will help to accelerate children's learning even more.

What the setting needs to do to improve further

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

- sharpen the focus on planning for children's next steps in learning and use this information to plan highly challenging experiences that help to accelerate the progress children make.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed children engaged in a variety of activities, inside and outdoors. She observed the childminder during an adult-led activity and jointly evaluated this with the childminder.
- The inspector looked at evidence of the suitability of the childminder and people living in the household.
- The inspector took account of the written views of parents expressed in letters read during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and discussed the childminder's self-evaluation methods.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The childminder is professional and well organised. She is proactive in ensuring she keeps up to date with any changes in legislation and best practice. For example, she has completed training and read material about how to complete the local authority's new 'two year shared-progress' review. This helps bring together a collaborative approach to working with children and families. The childminder has a secure knowledge and understanding of her role and responsibilities in keeping children safe. Safeguarding is effective. The childminder knows the possible signs of abuse and understands how and to whom to report this should she need to. Clear policies underpin her good practice and these are shared with parents.

Quality of teaching, learning and assessment is good

The childminder uses a range of teaching strategies to support children to make consistently good progress in their learning. She introduces plenty of opportunities for children to gain early mathematical skills during their play. The childminder encourages children to count objects, discusses the giraffe's long neck and asks children how many more elephants they can see in the book. The childminder differentiates her teaching to extend children's learning. She asks more challenging questions to older children to engage and motivate them further. Children develop their speaking skills well as the childminder introduces plenty of new vocabulary as they play, such as 'stethoscope'. Children develop their imaginative play as they bring their favourite stories to life with teddies and props.

Personal development, behaviour and welfare are good

The childminder carefully plans an environment that is stimulating and helps to enhance children's learning. For example, children were learning about animals and the childminder made available lots of books, resources and toys about different types of animals. This enables the childminder to add to children's play and learning even more. Children read a story about a vet and the childminder collects some vet's equipment and animal teddies to extend their play further. Children act out being a vet and become engrossed in their play for significant amounts of time. They learn about how to care for animals. The childminder supports children very well in understanding how to keep themselves safe. For example, before using scissors, the childminder offers a reminder of how to use these. Children competently assess the risks for themselves, telling the childminder they are sharp and to be sensible with them. The childminder provides plenty of opportunities for children to be physically active outdoors. She works closely with parents to ensure children are provided with a healthy lunch. Children lead a healthy lifestyle.

Outcomes for children are good

Children are confident and motivated learners, and develop important social skills. They are independent and explore their surroundings, choosing toys to support their play. Children develop a range of skills needed for their future move to school. They refine their small hand movements as they use scissors and develop early writing skills as they write their names on pictures they have made. Children thrive in the childminder's care.

Setting details

Unique reference number	EY383468
Local authority	Norfolk
Inspection number	10071057
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 June 2015

The childminder registered in 2008. She lives in Wymondham, Norfolk. The childminding provision operates Monday to Friday from 7.45am to 5.30pm, during term time only. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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