

Childminder report

Inspection date	14 November 2018
Previous inspection date	20 July 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 experienced childminder provides children with a welcoming, family environment. Children are happy, settled and very comfortable in their surroundings. They show that they have developed close bonds with the childminder. This has a positive effect on their emotional well-being.
- Children confidently explore their environment and access the areas and resources safely. The childminder supervises children well. She makes regular checks of her home to ensure that all areas used by the children are safe and suitable.
- The childminder has a good understanding of how children learn and provides activities that she knows they will enjoy. 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, 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 well-being.
- The childminder reflects on her practice to identify ongoing improvements. She reviews activities to identify how well they went so she can plan ways to improve them further.

It is not yet outstanding because:

- The childminder does not gather enough detailed information from parents about children's capabilities at home when they first start at her setting.
- The childminder does not monitor children's progress rigorously enough to target teaching precisely and secure the best possible outcomes for them.

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 when children first start at the setting to gather more detailed information about what their children can already do
- strengthen the monitoring of all children's progress to further enhance planning for their future learning, so they have opportunities to make rapid progress.

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. 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 checked evidence of the suitability of the childminder, her assistant and those living on the premises.
- 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 attends training and keeps up to date with developments in childcare practices. Parents express their thoughts about the service the childminder provides. They are extremely complimentary of the childminder and the quality of care and learning their children receive. For example, they state the childminder provides a homely environment and their children love attending. The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe and protect them from harm. She is fully aware of what to do should she have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder provides a very well-resourced environment. She carefully organises her home so that children have opportunities to play with a wide range of toys. Children are confident to explore and make choices for themselves. The childminder supports children's decision-making skills effectively and joins in with their play experiences. She recognises when children begin to lose interest in activities and redirects their play. The childminder gets to know the children well and takes photographs of them in their play to evidence their learning. She plans activities to support their continuing progress. For example, children develop their concentration as they experiment with dried pasta and play dough. The childminder supports children's speech and language skills well. She talks to children as they play and responds well to young children's vocalisations. The childminder adds new words into children's vocabulary.

Personal development, behaviour and welfare are good

The childminder takes time to support new children to settle. She works closely with parents to make sure she meets children's care needs well. Children behave well. They learn to be polite and demonstrate good manners. The childminder supports children to share and take turns with popular toys. Children develop a practical sense of responsibility as they happily help the childminder to tidy away toys before starting another activity. The childminder gives meaningful praise and encouragement as she recognises children's efforts and achievements. Children develop their confidence and 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 older children from school.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or starting school. Children become more independent. For example, they put their boots and coats on before going outside. The childminder provides support when necessary. Children enjoy opportunities to develop their physical skills, for instance as they jump on the trampoline in the childminder's garden. They show an eagerness to investigate and discover how things work. For example, toddlers learn about cause and effect as they realise that pushing a button on a toy makes a noise. Children of all ages enjoy looking at books independently and with the childminder. They have regular opportunities to develop their early writing skills.

Setting details

Unique reference number	256257
Local authority	Norfolk
Inspection number	10064965
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	24
Date of previous inspection	20 July 2015

The childminder registered in 1993 and lives in a village near to King's Lynn, Norfolk. She very occasionally works with an assistant. The childminder operates all year round from 7.15am to 7.15pm, 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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