

Childminder report

Inspection date	14 January 2019
Previous inspection date	5 November 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

This provision is good

- The childminder works closely with other childminders and shares ideas and information with them. This helps her to keep her knowledge and skills up to date and to continually evaluate and develop what she offers for children.
- Children are busy and active throughout the day. The childminder knows what children are interested in. She provides them with a good range of stimulating learning opportunities that are suitable for their age and level of development.
- The childminder supports children's communication and language skills well. She talks to children according to their abilities. She models simple words for younger children to hear and repeat. Older children confidently engage in conversations with the childminder about their lives outside of the setting.
- Children quickly become settled and confident in the childminder's care. They build a secure bond with her. Children are confident to decide what they want to do and the childminder shows that she values children and respects their choices.
- The childminder sets consistent rules and boundaries for children to follow. She encourages children to be polite and use good manners. She positively manages children's behaviour and teaches them to share resources and take turns.
- The childminder does not gather detailed information from parents about children's capabilities when they first start at the setting. She does not promptly identify children's starting points in learning to focus her plans for their continued learning.
- On occasions, the childminder does not encourage children to build on their own ideas. Sometimes, she leads children's play and often questions them. This distracts children from thinking independently and developing their own ideas.

What the setting needs to do to improve further

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

- seek information from parents on entry to swiftly identify children's starting points in learning and implement precise plans to build on what children already know and can do
- extend opportunities for children to build on their creative-thinking skills and to develop their own thoughts and ideas as they play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to 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

Safeguarding is effective. The childminder knows how to respond to signs that a child may be at risk of harm. She follows secure procedures to ensure that she reports any concerns quickly and to the relevant professionals. The childminder keeps her safeguarding knowledge up to date. She follows her regularly updated policies and demonstrates her wide knowledge of safeguarding issues. The childminder attends training to address any gaps in her knowledge and skills. She uses information gained from training to enhance her understanding, for example, how to support children's specific needs and how to share information with others. This has a positive impact on her confidence and practice.

Quality of teaching, learning and assessment is good

The childminder engages with children throughout the day. She gets down to their level and joins in their play. She talks to children and seeks ways to extend their learning. The childminder encourages children to count trucks and cars as they line them up. She repeats the activity to reinforce their counting skills. Younger children sit on the childminder's lap and play with a shape-sorting toy. She encourages children to have a go and she names the shapes when they put them in the relevant shaped hole. Children show that they are proud of their achievements. The childminder makes assessments of children's development. She uses this information to consider what to plan for them next. The childminder shares information with parents about children's daily experiences and the good progress that children make. Parents comment positively about the care and education that their children receive.

Personal development, behaviour and welfare are good

Children demonstrate their growing independence. For example, younger children access their own cups when they are thirsty. Older children enjoy the responsibility of tidying away toys. The childminder supports children to adopt healthy lifestyles. She encourages them to eat healthily and to follow good hygiene procedures. The childminder provides children with outdoor play opportunities to promote their physical well-being. They access climbing equipment in the childminder's garden. They visit local parks and playgrounds where they have the opportunity to run around. Those children who are new to the setting quickly adapt to routines and become familiar with the childminder's expectations for their behaviour. They listen to the childminder and follow her instructions.

Outcomes for children are good

Children progress well and are working within the typical range of development for their age. They successfully manage the move into the setting and are confident to make their own choices. Children communicate well. Younger children point and use body language, gesture and use single words to communicate. Older children demonstrate their suitable range of vocabulary for their age. Children learn to respect others and develop good social skills. They gain important skills that prepare them well for the next stage in their learning, such as school.

Setting details

Unique reference number	256582
Local authority	Norfolk
Inspection number	10064975
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	5 November 2015

The childminder registered in 1992 and lives in Sprowston. She operates all year round from 7.30am to 5.30pm, 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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