

Childminder report

Inspection date	24 August 2018
Previous inspection date	8 September 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder works closely in partnership with her co-childminder. Together, they share their knowledge and experience. They draw on each other's strengths to secure continued improvements to provision.
- The childminder operates a highly inclusive setting. She adapts each aspect of provision so that children feel welcome, included and are accepting of each other's needs. She makes comprehensive and dynamic risk assessments according to children's changing moods and abilities, and provides them with a safe environment.
- The childminder knows the children well. She promptly identifies where children fail to meet expected levels of development for their age. She works closely with other professionals and takes on board their suggestions to secure children's good progress.
- Children's emotional well-being is at the heart of all that the childminder does. She is astutely aware of what causes changes in some children's behaviour. She sensitively coaxes and distracts them to help them to control their emotions. Children achieve a superb sense of well-being and enjoyment in the setting.

What the setting needs to do to improve further

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

- enhance the quality of teaching so that each opportunity is highly challenging for children and helps them to make rapid progress
- strengthen partnership working with parents to secure highly targeted and consistent levels of support for children's learning in the setting and at home.

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 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 identify signs that may indicate that a child is at risk of harm. She knows the procedures that she must follow to report any concerns she has about children's welfare. She ensures that she has a current knowledge of safeguarding procedures and she attends training to keep up to date. The childminder seeks ways to continue her professional development. She accesses training and completes research where she feels she has gaps in her knowledge. She targets training to enhance the experiences of those children and families who attend. The childminder actively promotes equality and teaches children to embrace their differences. She ensures that children have equal access to all activities and opportunities. The childminder and her co-childminder come up with successful ideas to drive improvement to the environment and to the opportunities they provide for children.

Quality of teaching, learning and assessment is good

Children remain constantly engaged and interested in exciting opportunities throughout the day. The childminder takes on board children's suggestions and ideas for future activities. Children excitedly fill bottles with different coloured objects and are fascinated when they hold the bottles up to the light. The childminder discusses future experiments they can do, such as to fill the bottle with different materials. The childminder recognises that children learn in different ways. She carefully plans activities that children eagerly participate in and enjoy. The childminder interacts with children according to their needs and understanding. She uses simple vocabulary and signs when communicating with non-verbal children and asks older children questions to which they think and respond. The childminder joins in with children's play to maintain their interest.

Personal development, behaviour and welfare are outstanding

Children develop extremely positive attitudes and are eager to help others. They excitedly tidy away toys. They ask for more 'work' when they have finished, showing their delight at taking on responsibility. The childminder teaches children how to keep themselves safe. They confidently communicate to others that they must only use the trampoline in the childminder's garden one at a time. They abide without hesitation to rules and boundaries. Children build exceptionally close bonds with the childminder. This helps them to be extremely well settled and supremely confident in their surroundings. They willingly go to either childminder to share their successes and to seek help when needed. Children lead active and healthy lifestyles. They experience sociable snack times. The childminder talks to children about where the healthy food that they eat comes from. Non-verbal children communicate that they are thirsty through signs and gestures. The childminder instantly responds to their requests.

Outcomes for children are good

Children make good levels of progress from their starting points. They are eager, motivated and enjoy participating in a wide range of opportunities. They develop good friendships with others and learn how to keep themselves safe. Children learn to be highly confident and capable when doing tasks for themselves. The childminder prepares children well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY231569
Local authority	Norfolk
Inspection number	10068537
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	20
Date of previous inspection	8 September 2014

The childminder registered in 2002 and lives in Long Stratton, Norfolk. She works with a co-childminder. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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