

Childminder report

Inspection date	13 February 2019
Previous inspection date	19 May 2016

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 and her assistant work well as a team. The childminder uses their combined knowledge of children's experiences and progress in learning, alongside parent feedback, to review the quality of her service. She uses this information to make plans and set herself clear goals to improve the provision further.
- The childminder adapts activities to suit children's individual ability levels and interests. She organises rich sensory and physical learning activities which motivate the youngest children to join in and explore new things.
- Older children become confident talkers who enjoy extended conversations. They share their thoughts and ideas clearly with others during play.
- The childminder monitors and supports her assistant's practice well. She ensures they attend training together where possible to promote consistency of approach. She gives the assistant regular feedback on her teaching skills.
- Children enjoy attending the childminder's warm and welcoming home. They settle well and form warm relationships with the childminder and her assistant.
- Children show a keen interest in letters and making marks with a variety of materials, such as chalk and pens. Older children take pride in writing their own name.
- Parents talk about how their children love attending. They report how well their children's social and communication skills have developed since attending the childminder's setting. Parents like the homely environment and praise the childminder and her assistant for their warm, friendly manner.
- The childminder does not gather enough information about children's prior learning when they join her setting, to plan precisely for their learning to help them make rapid progress.

What the setting needs to do to improve further

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

- gather more detailed information about what children already know and can do on entry, to swiftly identify their starting points and provide targeted learning experiences to promote their progress from the earliest stage.

Inspection activities

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

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a strong knowledge of current legislation, including the 'Prevent' duty guidance, and know the signs and symptoms that could indicate a child is at risk of harm. They understand what to do with any concerns they may have about children's welfare. The childminder is reflective about her practice. She recently redesigned her garden to provide a wider range of activities and equipment to enhance children's learning. The childminder regularly organises events that parents can attend with their children. This helps to strengthen relationships with families and fosters a 'community feel' that parents appreciate. The childminder shares detailed information about children's learning with other settings that they attend. This supports continuity in children's learning. The childminder uses detailed risk assessments to review the safety of her premises and equipment, as well as any outings she takes the children on.

Quality of teaching, learning and assessment is good

The childminder and her assistant know the children well. They understand how children learn and how to help them to progress in their learning and development. The childminder encourages children to weigh out ingredients for baking. She shows them the markers on the scales and talks about needing the correct amount. This supports children's early understanding of mathematical concepts, such as weight and number. The childminder and her assistant prompt children to think about the pace and volume of songs as they dance. Children dance slowly to quiet lullabies and boisterously to noisy songs. This helps to develop their listening and movement skills. The childminder recognises children's interests and encourages imaginative play. She makes comments and asks questions about what animals on a small-world farm might need, which result in children extending their play further. They find pretend food and water for the animals. This supports children's thinking skills and knowledge of the wider world.

Personal development, behaviour and welfare are good

Children bring in special items from home, for example skin shed from a pet snake, to show friends and adults. The childminder and her assistant ask children about important events in their lives. This encourages children to talk and shows them that their experiences are valued. Children are very independent and carry out small tasks for themselves. For instance, they butter their toast at snack times and cut it. The childminder and her assistant support young children's toileting well. They prompt them at appropriate times and give lots of praise. Children practise their physical skills as they scrape ingredients into a big bowl using a spoon, mix the batter and roll out dough.

Outcomes for children are good

All children make good progress, with some making better than typical progress in their social, communication and language development. For instance, from a young age, children take turns and concentrate well. They are well prepared for their next stage in learning, such as nursery or school.

Setting details

Unique reference number	256199
Local authority	Norfolk
Inspection number	10065037
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	21
Date of previous inspection	19 May 2016

The childminder registered in 1995. She operates all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 4pm on Friday, except for bank holidays and family holidays. The childminder and her two assistants hold an appropriate early years qualification at level 3. One of the assistants works only occasionally to cover holiday. The childminder provides funded early education for two-, three- and four-year-old children.

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