

# Childminder report

<b>Inspection date</b>	21 February 2019
Previous inspection date	29 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 exceptionally closely with her co-minder to provide children with a wide range of stimulating toys and activities that capture their interest and imagination. The childminder listens carefully to what children have to say and engages them in meaningful discussions to help extend their thoughts and ideas.
- Children are happy and very well settled. They form extremely close bonds with the childminders and other children that attend. Children of different ages play together well and enjoy sharing ideas and learning from each other.
- Children develop a real sense of pride and achievement. The childminder shares their delight when they learn new skills, such as picking up a small object with chopsticks, which children proudly demonstrate to others.
- The childminders plan together effectively to provide children of different ages with well-resourced activities, such as to promote their interest in writing while teaching them about other cultures. Children competently write their names in English and then copy out the equivalent Chinese characters.
- The childminder is careful to respect parents' wishes about their children's care and development. Parents say they could not ask for more caring, thoughtful, supportive and flexible childminders. They praise the wide range of experiences and activities provided.
- The childminder does not always review the information gained from assessment frequently enough to help her more precisely target what children need to learn next.
- The childminder is aware that some of the older or most-able children are at the stage of learning to read. However, she has not researched how she can expand her teaching skills to support this aspect of their learning.

## What the setting needs to do to improve further

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

- use information gained from assessment more precisely to identify and swiftly target any emerging gaps in children's learning, to help all children make rapid progress from their starting points
- strengthen knowledge of how children learn to read, to help the older or most-able children expand their understanding of phonics and develop the basics of reading.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector evaluated the success of a planned activity with the childminder. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of household members.
- The inspector spoke to parents and took account of their written comments.

**Inspector**  
Gill Thornton

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable about the indicators that a child may be at risk of harm or neglect. She regularly attends relevant training to help ensure her knowledge is up to date with current guidelines and legislation. She has a good understanding of the signs that might suggest a child is being exposed to extreme views and is confident about that action to take to protect children and promote their welfare. She seeks the views of parents about the service provided. Together with her co-minder they identify areas for improvement, such as to expand the range of activities they provide in the outdoor area. The childminders work closely with the local school to support children's transition into full-time education.

### Quality of teaching, learning and assessment is good

Overall, the childminder uses her good knowledge of child development and how children learn to promote their good progress. She follows children's ideas and asks thought-provoking questions, such as, 'can you think of any blue animals?' Children rise to the challenge and proudly reply 'a peacock'. The childminder places a strong focus on promoting children's communication and language skills. She skilfully adapts her questioning skills to encourage all children to participate in discussions while they sit together at snack time. The childminder introduces adult-led activities in ways that capture children's fascination and enthusiasm for learning. She makes excellent use of technological toys, such as recording and playback devices, to motivate children to solve simple problems.

### Personal development, behaviour and welfare are good

The childminders work together effectively to ensure children are very emotionally secure in their care. Children are very confident and self-assured. The childminder is skilled at helping children develop a positive sense of themselves and promoting a 'have a go' attitude. Children of all ages play together cooperatively, such as while building structures from planks and crates to balance on in the garden. The childminder uses this as an excellent opportunity for children to enjoy physical challenge while teaching them to assess whether something is safe to climb on. The childminder teaches children to follow good hygiene procedures and talks to them about the importance of looking after their teeth. She involves parents in their children's learning and regularly shares information with them, to help them support learning at home.

### Outcomes for children are good

Children develop key skills to prepare them for school. They are very confident and self-assured for their age and happily play with older school-age children. They enjoy learning new skills and happily demonstrate what they have learnt to others. Children know that information can be retrieved from books and use this knowledge to expand their interest and fascination about other countries and the people that live there. In some areas, children exceed the expected level of development for their age.

## Setting details

<b>Unique reference number</b>	256631
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10059587
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	29 June 2015

The childminder registered in 2000. She works with her sister, who is also a registered childminder. They operate from 7.30am to 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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