

# Childminder report

<b>Inspection date</b>	28 March 2019
Previous inspection date	25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 experienced and well-qualified childminder is committed to providing children with good-quality care and learning experiences. She completes regular training and online research to continually develop her knowledge and skills to improve outcomes for children.
- The childminder works well in partnership with parents. She shares information about children's day and their progress in learning. She values parents' contributions about their children's achievements at home. This effective two-way flow of information contributes to the good progress children make.
- The childminder accurately assesses children's progress and next steps in learning. She plans a good range of activities and experiences that reflect children's individual stage of development and their emerging interests.
- The childminder gathers a wide range of information from parents when children first start. She uses this information to help children settle quickly and to plan promptly for their next steps in learning. Children are confident and demonstrate that they feel safe and secure in her care.
- The childminder is a good role model for children. She is calm and patient. She gives children clear and consistent reminders about behaviour expectations. Children behave well and show respect to each other, the childminder and her home.
- Sometimes the childminder overlooks opportunities to develop children's interest in and understanding of shape and measure.

## What the setting needs to do to improve further

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

- broaden opportunities to support children's interest in and understanding of shape and measure.

### 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 persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular training to keep her safeguarding knowledge updated. She confidently fulfils her role to protect children from harm. She knows what to do should she have any concerns about a child's welfare. The childminder shares with parents a detailed range of documentation that underpins her practice to promote children's good health, safety and welfare. Parents are positive about the childminder. They appreciate her flexibility to work additional hours when needed. They state that they feel their children are safe and well cared for. The childminder reviews the progress children make frequently. This helps her to identify any gaps in their learning. The childminder reflects on her practice and gathers the views of parents to help her to identify her strengths and areas to improve.

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

The childminder encourages children to choose what they do and play with. She talks to children as they play. She asks questions and introduces new words to help to support younger children's understanding and develop older children's growing vocabulary. Children explore a wide range of musical instruments, some traditional and some that reflect other cultures. They play music in time with nursery rhymes and songs and develop a sense of rhythm. The childminder supports children to develop their counting skills. For instance, children count the number of toy cars accurately and use number in their play. Younger children explore a range of age-appropriate toys. They show good levels of concentration as they turn them over in their hands. Children talk to the childminder about the noise of jet planes and other aircraft that fly overhead. They cuddle with the childminder as she reads their choice of story. The childminder asks children questions about the food the caterpillar eats in the story. Children make links with the story and talk about the fruit that they like to eat.

### Personal development, behaviour and welfare are good

The childminder provides a wide range of age-appropriate toys and resources from which children freely choose. Children enjoy frequent trips with the childminder to the local play park. They have plenty of space to run and develop their physical skills. For example, they learn how to safely climb on the climbing frame. The childminder helps children to learn about faiths and cultures that are different to their own. For instance, they learn about Chinese New Year celebrations. The childminder works closely with parents to support children's emotional well-being, particularly during times of change. Children develop good self-care routines. They know they need to wash their hands before they eat food.

### Outcomes for children are good

Children make good progress given their starting points and capabilities. They gain key skills to support the next stage in their learning and the eventual move to school. Children learn to take turns and share. They have good opportunities to talk and share their ideas. Younger children have space and time to develop their large physical skills safely, such as crawling, standing and walking. Older children develop good coordination as they use pens and pencils to colour and draw on paper.

## Setting details

<b>Unique reference number</b>	256187
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10065035
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	25 February 2016

The childminder registered in 1991. She operates all year round, Monday to Friday from 7.30am to 4.45pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early years education for two-, three- and four-year-old children.

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