

# Childminder report

<b>Inspection date</b>	1 April 2019
Previous inspection date	8 April 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 enthusiastic childminder aims to provide a 'home-from-home' atmosphere where children feel comfortable, grow in confidence and have fun while learning. She implements all documentation, policies and procedures required for the safe and effective management of her provision.
- The childminder encourages children to consider cause and effect. This helps to support children's thinking skills and encourages them to experiment. For example, she asks them what might happen if they pour water onto chalk marks outside.
- The childminder has a warm and friendly manner. Children form good bonds with her. This helps them to settle quickly and feel safe in her care.
- Older children develop good literacy skills and enjoy creative activities, such as letter hunts in the garden. They find and recognise the different letters in their name and write each individual one clearly using pens, chalks and sand. Younger children enjoy making marks and show an interest in the meaning of text.
- Parents appreciate the way the childminder values each child as an individual and offers lots of activities which engage and interest children. They comment that their children have flourished in the childminder's care.
- At times, the childminder does not review children's progress often enough, to swiftly recognise their achievements and determine what they need to learn next. This hinders children's ability to make the very highest rates of progress.
- Self-evaluation does not use all available sources of information, such as the feedback the childminder gathers from parents and children, to sharply focus plans for improvement and development of the provision.

## What the setting needs to do to improve further

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

- review children's progress more rigorously and apply a swifter, more personalised focus on supporting what each child needs to learn next to help maximise outcomes for children
- enhance self-evaluation to include all available information and sharply focus plans to raise the quality of the provision even further.

### 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 held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided and information included in the childminder's own parent survey.

### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe. She knows the potential signs and symptoms of abuse and how to report any concerns. The childminder regularly attends training and network events to update her knowledge and skills. She has developed good links with local schools. This helps to support children's transition to Reception class. The childminder encourages healthy lifestyles. For example, she provides healthy snacks and shares ideas with parents to help them when packing items for their children's lunch boxes. The childminder holds termly meetings with parents to review children's progress and talk about ways they can support children's progress at home. This helps to promote continuity in children's learning.

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

The childminder has a good understanding of how children learn and develop. She uses observations and assessments to provide stimulating activities that help children with their next steps in learning. The childminder provides a consistent standard of teaching and offers a variety of activities and resources to cover all areas of learning. She encourages children to count and talks about sequences, such as age. This helps to develop children's mathematical understanding. The childminder supports children's speaking skills well. For example, she responds to babies' gestures and babbles with interest. The childminder provides a commentary on the actions of the babies or nearby children. This supports their language development and encourages them to be part of conversations.

### Personal development, behaviour and welfare are good

Children behave well and are kind. They develop friendships with others, playing cooperatively and taking turns with toys. The childminder encourages children to develop an understanding of the feelings and needs of others, for example when they help take care of the family pets. Children experiment with toys and materials. For example, they use brush handles to push trains along a chalk line. They fill toy trains with sand and transport them from one end of the sandpit to the other. Children share their ideas, talking about their plans for making sand structures and what they might do next. Children enjoy plenty of opportunities to be physically active outside. This promotes their good health. For instance, they race friends on scooters and use the climbing frame, slide and swing. Babies delight in watching older children race scooters in the garden as they practise their own early physical skills on a soft mat.

### Outcomes for children are good

Children make good progress from their starting points. They enjoy learning and are enthusiastic participants in activities and self-directed play. Children develop key skills for their next stage in learning. They become confident communicators and learn how to take care of themselves. Children understand the importance of good hygiene habits, such as washing their hands before meals, and learn how to put their shoes on independently.

## Setting details

<b>Unique reference number</b>	256198
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10065036
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	8 April 2016

The childminder registered in 1999. She lives in Bunwell, Norfolk. She operates Monday to Friday from 7.30am to 6.30pm all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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