

Childminder report

Inspection date	28 June 2019
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 reflects on her provision regularly and uses questionnaires to gather feedback from families. She uses this information to evaluate her service and identify if there are areas she can improve on or make changes to.
- Partnerships with parents are good. The childminder shares information with parents about children's daily achievements and the ways that parents can support their children's learning at home.
- The childminder uses spontaneous opportunities to expand children's understanding of the natural world. For example, the childminder and children look at a bird's nest containing chicks in the garden. She talks to children about the baby birds staying with their mummy until they are ready to learn to fly.
- Children are motivated learners who are eager to explore new resources and try new things. They show a keen interest in their environment and ask the childminder questions about the things they see. For example, children talk about tortoise statues, insects and pet rabbits in the garden.
- Parents comment that they are 'thrilled' with the quality of care provided and the welcoming, friendly manner of the childminder and her family. They note how much their children enjoy the variety of activities and outings on offer. Parents report feeling well informed about children's progress and how they can support their learning at home.
- The childminder does not use her assessments precisely enough to review children's progress across all areas of learning, to support sharp identification of any gaps in children's learning or the provision.
- Although the childminder attends statutory training, such as first aid, she has not fully explored professional development opportunities in other areas.

What the setting needs to do to improve further

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

- sharpen arrangements for monitoring and reviewing children's overall progress, to help swiftly identify any gaps in their learning and adapt the provision accordingly
- explore a wide range of professional development opportunities that enhance knowledge and build expertise.

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 including children's learning records and reviewed evidence of the suitability of all persons living on the premises.
- 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 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 has a good knowledge of the signs and symptoms which could indicate a child is at risk of harm. She knows how to refer any concerns she may have about a child's welfare. The childminder is organised and implements procedures that help her successfully support children's safety. For example, she regularly practises fire drills and checks that equipment, toys and resources used by children are safe and appropriate. The childminder ensures she refreshes mandatory training, such as first aid and child protection, regularly. The childminder has a secure understanding of children's development and how she can support their learning through play.

Quality of teaching, learning and assessment is good

The childminder provides a broad selection of resources and activities for children to choose from. This allows children to make decisions and to lead their own learning. She promotes children's language skills well. For instance, the childminder models new words and provides a commentary for them as they play. Children are keen to listen to stories. They help the childminder to identify different characters in the illustrations and lift the flaps to find hidden ones. Children demonstrate curiosity and begin to answer questions about what might happen next. They ask the childminder to read 'more!' books as soon as one is finished. The childminder demonstrates how to play different instruments, such as whistles, tambourines, rain sticks and keyboards. She teaches children colours and encourages them to explore mixing paints. Children learn to count. The childminder encourages them to tap individual items slowly to help them count accurately.

Personal development, behaviour and welfare are good

Children form warm, secure bonds with the childminder. They seek her out for reassurance and comfort. The childminder is responsive. She responds to babies' interactions with warmth and interest. Children take on a variety of roles during their pretend play; sometimes they are 'the baby' and at other times they fasten soft dolls into car seats as the parent. Children roll a ball to each other. The childminder teaches older children to think about the feelings and perspectives of others. For example, she prompts them to think about whether babies want to play a particular game and how to be gentle. Babies explore the role-play kitchen, turning knobs and opening cupboard doors. They delight in filling the cupboards with pretend food and then emptying the items out into baskets. Children run and jump in the garden. They play peek-a-boo in a pop-up tent, push themselves along on ride-on toys and learn how to use a seesaw.

Outcomes for children are good

Children make good progress and develop key skills for their next stage in learning, such as school. They listen carefully to the childminder and follow instructions well. They are helpful and kind towards other children. They delight in copying the childminder's actions and 'joining in' with songs and stories. Older children undo their shoes and find a space to store them on the shoe rack. They clean their hands after painting and before eating. Children begin to talk about their likes and dislikes. They identify their favourite colours and talk about recent special experiences, for instance family holidays.

Setting details

Unique reference number	256715
Local authority	Norfolk
Inspection number	10106220
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 June 2015

The childminder registered in 1999 and lives in Bradwell, Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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