

Childminder report

Inspection date	19 July 2019
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Outstanding	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The experienced and qualified childminder has a deep understanding of how children learn and develop. She is continually looking to enhance her already excellent practice even further, for the benefit of the children who attend.
- Children show strong, affectionate attachments to the childminder. She responds to them with genuine warmth and love. Children's excellent behaviour shows they are settled, confident and happy within the childminder's home.
- The childminder plans innovative activities for children of all ages. For instance, older children fill buckets with flowers and leaves which they then use to paint with. The childminder helps children to choose different size paintbrushes and toothbrushes to create a variety of marks and patterns. Children delight in creating their own 'camouflage' colours. Younger children are curious as they carefully explore the texture of paint with their fingers to find out what happens.
- The childminder skilfully promotes children's language development. She asks very well-chosen questions to encourage them to explain their ideas and introduces new words into their play, clearly explaining what they mean.
- Parents are highly involved in all aspects of children's learning. For instance, the childminder invites them to open evenings, where they look together at ways they can share children's achievements and support their development. She gives parents specific ideas of activities that they could do at home to support children's learning.
- Children show excellent levels of engagement in their learning. They smell, pick and name the herbs growing in the garden and spend long periods of time digging for 'dinosaur bones'. The childminder carefully chooses moments to teach children the names of dinosaurs, which children remember and use in their imaginative role play.
- The childminder provides highly effective management of her service. She expertly works with her co-childminder and assistants, sharing ideas and reflecting on practice.
- Children are extremely well prepared for starting school. They are inquisitive, determined and confident. Parents say that the childminder 'loves the children as if they are her own' and that 'children never want to leave'.

What the setting needs to do to improve further

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

- extend the already highly successful ways of evaluating the quality of the childminding service, continuing to actively seek the views of parents and children, using their ideas to plan for and consider the impact of future improvements.

Inspection activities

- The inspector observed activities indoors and outside. She assessed the impact these have on children's learning and personal development.
- The inspector jointly evaluated the success of activities with the childminder.
- The inspector held discussions with the childminder, her co-childminder and their assistant. They talked about children's progress and the childminder's professional development.
- The inspector had a tour of the childminder's home. She viewed a range of documentation, including evidence of suitability of those living and working on the premises.
- The inspector gained the views of parents and children through verbal and written feedback.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The childminder has a background in social work and is trained as a safeguarding lead practitioner. She has robust procedures to follow to report any concerns about a child's welfare. The childminder works in close partnership with her co-childminder and assistants. Together, they evaluate activities, identifying ways to continually improve teaching and outcomes for children. The childminder carefully selects specific training opportunities for herself and her assistants, such as further training to support children with an autistic spectrum disorder. The childminder expertly tracks children's learning. She notices any emerging gaps in their development and swiftly puts plans in place for these to close. The childminder regularly obtains parents' and children's views. She is embedding plans to continue this further, to enable parents and children to be even more deeply involved in the future development of her service.

Quality of teaching, learning and assessment is outstanding

The childminder expertly observes children and accurately assesses their learning styles. She identifies specific next steps in children's learning which are then carefully woven into their play. Children become absorbed in play for long periods of time. For instance, children use the wealth of available resources to create an outdoor, role-play doctors. They dress in white coats and carefully look after their dolls. The childminder skilfully teaches them words, such as 'heartbeat' and 'temperature', and helps children to learn to use a stethoscope correctly. Children confidently explain how their doll has an 'infection' in both ears and needs some 'antibiotics'. The childminder gives children time and freedom to explore their own ideas. Children play for hours with construction blocks and materials. They build complex structures, explaining what each part is for.

Personal development, behaviour and welfare are outstanding

The childminder nurtures children and fosters their independence. She promotes children's excellent behaviour. The childminder is skilled at helping children to settle when they first start attending, working with parents to support each child individually. Children play for a long time in the childminder's fascinating garden. They run with delight in the fresh air, negotiating climbing frames, exploring secret hideouts and finding 'fairies'. The childminder provides children with home-cooked meals which they enjoy and quickly ask for a second serving. Children are amazed as they look at the inside of a honeydew melon and find out how it tastes. The childminder has close links with other settings children attend, completing detailed assessment reports together for those children due to start school. Parents say the childminder is like an 'extension to their family' and are grateful for her support.

Outcomes for children are outstanding

Older children carefully cut herbs and control paintbrushes to create shapes, patterns and letters from their names. Children listen intently to stories and offer their comments. Children problem-solve, for instance, as they create a 'cooking area' in their 'boat' using large planks of wood. They count how many planks they need for the people in the boat. Younger children say two words together and use these alongside actions. Children play exceptionally well alongside their peers and show highly positive relationships.

Setting details

Unique reference number	256661
Local authority	Norfolk
Inspection number	10112996
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	22
Date of previous inspection	17 June 2015

The childminder registered in 1998 and lives in Bracon Ash, near Mulbarton, Norfolk. She works with her husband, who is also a registered childminder, and assistants. The childminder holds a qualification at level 3. Two of her assistants also hold relevant qualifications at level 2 and 3. The childminder operates her service all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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