

# Childminder report

<b>Inspection date</b>	30 July 2019
Previous inspection date	11 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
	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 qualified childminder is highly reflective of her practice and the quality of her provision. She takes into account the views of her assistants, parents and children when planning for improvement. This helps to support her highly successful drive to enhance all aspects of her provision.
- The childminder builds exceptionally friendly and trusting relationships with parents. Parents are encouraged to share what they know about their child on entry to the setting. The childminder highly values and respects parents' input into their children's future learning. She actively encourages parents to continue to share what they know about their child.
- The childminder provides a highly stimulating and excellently resourced physical environment, both indoors and outside. Her toys and resources are of a very high quality and are suitable for the age of the children attending.
- The childminder and her assistants support children exceptionally well, and any gaps in learning are quickly identified and managed. All early years children are motivated and eager to play and learn. They make rapid progress in their learning and development.
- The childminder and her assistants establish exceptionally caring relationships with the children in their care, actively supporting them to feel safe and settled. Children readily go to them for cuddles and confidently seek them out to share their play experiences.
- The childminder is vigilant about keeping children safe. She helps them to learn about safe practices, such as keeping safe on outings. For example, children use child-size road signs and traffic lights in their play to help them learn about road safety. The childminder helps children to understand the need to stop when the red man is showing and that they can cross when the green man is showing, but to check first that the traffic has stopped.

## What the setting needs to do to improve further

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

- continue to build on the activities that are provided to children to foster their interest in specific subjects.

### 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 spoke with the childminder and her assistants at appropriate times throughout the inspection. She observed a planned activity and jointly evaluated this with the childminder.
- The inspector discussed children's learning and looked at a selection of policies and other records.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- The inspector spoke to a parent and took account of written testimonials from other parents. She also spoke with children during the inspection.

**Inspector**  
Jacqueline Mason

## Inspection findings

### Effectiveness of leadership and management is outstanding

The childminder implements a well-focused improvement plan and gives priority to keeping up to date with changes to current legislation. For example, she has revised her child protection policy to take into account changes to local authority safeguarding procedures. The childminder liaises with other childcare providers to share good-practice guidance and ensure that she continues to meet the statutory requirements. The childminder demonstrates a very strong commitment to maintaining excellence in all areas. She expertly monitors the work of her assistants to help ensure that all children receive the highest standard of care, teaching and learning. She actively encourages her assistants' professional development. For example, one assistant is currently working towards an early years degree. Safeguarding is effective. The childminder and her assistants understand their responsibilities to protect the welfare of children.

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

The childminder and her assistants have an expert knowledge of how children learn through their play. They know the children exceptionally well and talk confidently about their interests and where they are in their development. They use their knowledge to meticulously plan for the individual needs of each child. The childminder and her assistants skilfully extend activities and suggest additional activities to challenge children's learning. For example, when children are playing with pretend minibests in the sand, an assistant remembers that they have a book about minibests. She gets the book and they look at the illustrations together. Children's developing vocabulary is supported exceptionally well. The childminder continually reflects on the quality of the activities she does with children. She has identified that she could do more to build on children's interest in specific subjects and has plans in place to address this.

### Personal development, behaviour and welfare are outstanding

Children are very happy and settled in this friendly, welcoming and inclusive childminding setting. The childminder and her assistants know about children's home lives and they talk to them about their families, significantly enhancing children's sense of belonging. The childminder has high expectations for children's behaviour. Children show exceptional care and concern for each other and play harmoniously together. They readily share and take turns with popular toys and resources. For example, using some of the fruit and vegetables they have grown themselves, the children play imaginatively as they buy produce from the role-play greengrocer stall. Children have daily opportunities for fresh air and exercise. They develop very good physical skills in the exceptionally well-resourced garden.

### Outcomes for children are outstanding

Children develop a vast array of skills that prepare them exceptionally well for the next stage in their learning, such as moving on to school. They are enthusiastic and motivated learners who readily lead their own play. Children understand that print carries meaning and that books can be used for information as well as stories. They count confidently and use number names spontaneously, such as telling each other how much the fruit and vegetables will cost when they are 'playing shops'.

## Setting details

<b>Unique reference number</b>	256284
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10085703
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	29
<b>Date of previous inspection</b>	11 December 2015

The childminder registered in 1981 and lives in Norwich, Norfolk. She operates all year round from 7.15am to 5.45pm, Monday to Thursday during school term time and from Monday to Friday during school holidays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants.

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