

Childminder report

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| Inspection date | 7 September 2018 |
| Previous inspection date | 25 November 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 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 works in partnership with her assistants to offer children a welcoming and caring environment. Children enjoy a wide range of activities that help them to achieve their next steps in learning.
- Children develop secure bonds with the childminder and her assistants. The childminder works well with parents to plan settling-in sessions when children first start in her care. For instance, she encourages parents to visit with their child and share information about their child's individual needs and routines.
- Children make good progress from their starting points. The childminder is particularly skilled at challenging the older children to prepare them for their next stage of learning. For example, she helps them to learn to count, work out simple calculations and identify the properties of shapes.
- The childminder makes regular observations of children's progress and uses these to accurately track their progress. She checks that children are achieving age-expected milestones and plans activities to help them to extend their knowledge and skills.
- The childminder manages her setting well. She finds out about changes in legislation and checks her policies meet requirements. For instance, she works with the local authority to check that her safeguarding knowledge and procedures are up to date.

What the setting needs to do to improve further

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

- enhance the evaluation of teaching practice, to drive continuous improvement and raise standards to the highest possible level across all areas of learning
- extend opportunities to further enhance younger children's full participation and motivation in activities.

Inspection activities

- The inspector observed the childminder and her assistant interacting with the children during a range of activities and assessed the impact these have on children's learning.
- The inspector jointly evaluated the success of activities with the childminder.
- The inspector held discussions with the childminder and her assistant to discuss children's learning, professional development and plans for improvement.
- The inspector looked at written feedback provided by parents. She spoke with the children to obtain their views.
- The inspector looked at a range of documents, including children's individual learning records, and the safeguarding policy and procedures.

Inspector

Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder obtains permission from parents to leave children with an assistant for two hours at most in a single day. The childminder checks that herself and her assistants stay up to date with their first-aid qualifications and understand the signs and symptoms of abuse. She understands how to report any concerns about a child's welfare to the relevant authorities. The qualified childminder monitors the work of her assistants. Together, they identify some areas for further training, such as developing their knowledge of storytelling. The childminder collects parents' views of her provision. For example, she speaks to them about how they prefer her to record her observations and assessments of children's learning.

Quality of teaching, learning and assessment is good

Teaching is good. Mathematics is taught very well. For example, older children excitedly name shapes and listen well as the childminder helps them to explore the number of sides and corners that different shapes have. The childminder helps children practise counting in their everyday activities. For instance, she helps children to identify the numbers on the scale as they weigh ingredients to make biscuits. She skilfully offers additional challenges for most-able children, such as modelling how to add numbers together. Younger children develop their physical skills. The childminder and her assistants help babies to pull themselves up to standing and practise walking with support. Children develop their communication skills, such as learning new words and listening to rhymes and songs. Older children confidently talk about what they enjoy. They say they like playing with the role-play kitchen and splashing in the paddling pool on a hot day.

Personal development, behaviour and welfare are good

The childminder and her assistants find out children's individual routines, such as for feeding and sleep, and make sure that they follow these. Children show they feel secure, for example, as they quickly settle to sleep for their naps. Babies are encouraged to develop their hand-eye coordination, for instance, as the childminder encourages them to explore finger foods and feed themselves. Older children develop a good understanding of health and hygiene procedures. They learn why it is important to wash their hands before eating and cooking and proudly show their 'sparkling' clean hands. The childminder works well in partnership with parents. Parents are very pleased with the service the childminder and her assistants offer. They say their children 'thrive' in their care and develop the confidence to be ready for school.

Outcomes for children are good

Children develop important skills required for their future learning. Babies are happy, settled and explore the sounds that instruments make. Younger children enjoy being with their older peers and develop good social skills. Older children speak very well for their ages and use language to communicate and negotiate. They identify numbers and are learning to control a pencil to form shapes and letters. Children of all ages show high levels of self-esteem and proudly show their achievements.

Setting details

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| Unique reference number | EY338379 |
| Local authority | Norfolk |
| Inspection number | 10065005 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 11 |
| Total number of places | 12 |
| Number of children on roll | 20 |
| Date of previous inspection | 25 November 2015 |

The childminder registered in 2006 and lives in Diss, Norfolk. She works with two assistants and operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She offers weekend care by individual arrangement. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3 and one assistant holds a level 2 qualification.

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