

Childminder Report

Inspection date

22 September 2015

Previous inspection date

8 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 regularly evaluates her good practice in order to identify and secure future improvements. She seeks and acts on the views of parents and children, so as to develop her provision further.
- The childminder is well qualified and committed to her ongoing professional development. She uses a wide range of methods to develop her knowledge and skills in order to provide quality learning experiences for children.
- The childminder knows the children well. She makes accurate and regular assessments of children's development and effectively plans interesting and challenging experiences to support their next steps in learning.
- The childminder involves parents in all aspects of their child's learning. She regularly shares information with them so they are able to support children's learning at home.
- Children build secure emotional attachments with the childminder. They seek her out when they need comfort and support. This helps them feel safe and secure.
- Children have regular opportunities to develop their early writing skills and understanding of mathematical concepts, such as quantity and size. This supports them to gain key skills for when they start school.

It is not yet outstanding because:

- Children do not always demonstrate high levels of concentration and sustained learning when playing and exploring. Sometimes, the organisation and amount of resources available distract children from focused learning.
- Children do not always have a wide range of opportunities to find out about and learn to value the diverse world in which they live.

What the setting needs to do to improve further

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

- promote children's good concentration skills even further by making the most of the availability and organisation of resources during free play, so that children experience even more sustained learning opportunities
- consider the range of resources and activities offered to children which enables them to learn about and value people and communities beyond their own experience.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as children's learning and development records, policies and procedures, and evidence of the suitability of all adults in the household.
- The inspector spoke with parents during the inspection and also took into account the written views of parents.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a robust set of policies and procedures to support her good practice. These are regularly shared with parents to ensure the smooth running of her provision. The arrangements for safeguarding are effective. The childminder has a secure understanding of what to do if she has concerns about a child and how to report her concerns. She plans the environment to meet the needs and interests of individual children. However, sometimes, children do not always maintain high levels of concentration on chosen tasks and space to play can be limited. The childminder works in partnership with other providers children attend. She builds close links with them and shares information about what children know and can do. This provides continuity in learning and helps them settle quickly when moving to other settings.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She skilfully adapts activities to suit a wide range of ages and to ensure all children are involved. The childminder is a good role model as she listens and responds to children. She uses effective teaching skills to support and extend children's learning. She uses a variety of questions to encourage children to think critically as they play. Children develop well across all areas of learning. They play imaginatively as they make pretend soup, filling a container with a variety of resources. However, children do not yet have a wide range of opportunities to investigate the similarities and differences of people and communities beyond their own experience, or the diverse world in which they live.

Personal development, behaviour and welfare are good

Children are confident as they independently move around the setting choosing what they want to play with. They happily play side by side, joining in with each other's play, as the childminder encourages them to share and take turns. Children regularly include the childminder in their play, such as offering her a drink during imaginative play. Younger children show excitement as the childminder interacts with them. They seek out other children as they begin to develop relationships with them. Children learn how to adopt healthy lifestyles. The childminder supports good hygiene practices as she encourages children to wash their hands before eating. She offers them a healthy snack and encourages them to drink regularly. Children access the outdoors regularly where they are offered a variety of opportunities to support their physical well-being. The childminder regularly praises children in their achievements which supports their self-esteem.

Outcomes for children are good

The childminder has high expectations of all children. She regularly and accurately monitors children's good progress and has a clear understanding of how children learn. Children consistently make good progress towards the early learning goals across all areas of learning. In some areas, they are making even better progress, such as in their early writing skills.

Setting details

Unique reference number	255854
Local authority	Norfolk
Inspection number	871591
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	8 November 2010
Telephone number	

The childminder was registered in 1995 and re-registered in 1999 and lives in Norwich. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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