

Childminder report

Inspection date	27 August 2019
Previous inspection date	27 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 is experienced, organised and professional. She carefully monitors visitors and regularly checks her premises in order to keep children safe from harm.
- Children show strong bonds with the childminder and her assistants. They settle quickly, play happily and receive care and close attention.
- The childminder teaches children about the world around them. For instance, children talk about their recent trip on a train to the seaside. They enjoy looking at the photographs from their visit and talk about the sandcastles they made.
- Children are well prepared for their future learning, including starting school. They talk well for their ages and older children confidently write the letters in their name. Children learn to do things for themselves, such as putting their own shoes on independently.
- Children enjoy play with the range of toys available. They press buttons and turn toy keys to see how things work. Outside, they build train tracks and play with the ride-on cars.
- The childminder promotes healthy eating. She offers a range of fresh fruit and vegetables, working closely with parents to encourage children to try new tastes.
- Children willingly help to tidy away toys. They are polite and spontaneously kind to their friends, showing care towards each other.
- Some adult-led activities are not highly effective at meeting the learning needs of the youngest children.
- The childminder keeps her own professional development up to date and uses this to refresh the knowledge of her assistants. However, the childminder does not consistently give her assistants highly focused feedback on their practice in order to drive standards to the highest level.

What the setting needs to do to improve further

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

- review and strengthen the planning and delivery of adult-led activities, to enable younger children to remain highly engaged in their learning
- enhance the quality of the feedback and support given to assistants even further, to raise the quality of teaching to the highest level.

Inspection activities

- The inspector had a tour of the childminder's home. She observed activities indoors and outside, and assessed the impact these have on children's learning.
- The inspector observed an adult-led activity and evaluated this with the childminder.
- The inspector viewed documentation, such as evidence of suitability of those living and working in the household, children's learning records and the safeguarding policy.
- The inspector spoke to parents and viewed written testimonials to gain their views.
- The inspector held discussions with the childminder and her assistant at appropriate times.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of the signs and symptoms of abuse. She understands how to swiftly follow local authority procedures to report concerns about children's welfare. The qualified childminder ensures that she and her assistants attend mandatory first-aid and safeguarding training. The childminder also attends further training to enhance her practice. For instance, she attended training to improve her knowledge of how a child's brain develops and her role in supporting this. The childminder accurately assesses children's stage of development when they start in her care and very carefully tracks their progress. She makes regular observations of what children can do and plans well-targeted next steps in children's learning to help them to achieve important milestones. The childminder accurately evaluates her service, considering parents' and children's views.

Quality of teaching, learning and assessment is good

The childminder provides a good role model for children. She talks to them about their interests and asks questions to encourage them to expand on their comments. The childminder helps children to recall events and listens carefully to their responses. The childminder plans activities to help children to make links in their learning. For instance, following their recent train ride, older children enjoy decorating a train and write the letters of their name on the carriages. Children accurately count the letters in their name and talk about how many children will be in their new class at school. The childminder and her assistants get down to the children's level and get involved in children's play. The childminder works closely with other settings that children attend to ensure consistency in children's care and learning.

Personal development, behaviour and welfare are good

Children behave very well. They listen to the childminder's sensitive guidance and are cooperative as they follow the daily routines. The childminder works closely with children's parents and other agencies to provide a joined-up approach to managing children's behaviour. Parents and carers report that they highly value the support the childminder provides for children and families. They say she is extremely approachable and provides essential advice and guidance, when required. The childminder helps children to manage their personal care needs and encourages them to gain independence with this when they are able to. The childminder implements careful hygiene procedures and explains to children why this is important. Children enjoy their food and younger children are learning to feed themselves with confidence. The childminder understands younger children's routines and follows these closely.

Outcomes for children are good

The childminder helps children to close any gaps in their development. Younger children explore toys and enjoy practising pulling themselves up to standing and take their first steps with support. They babble happily to the childminder and her assistants. Older children are curious and talkative. They talk about what they like to do and speak excitedly about starting school. Older children hold pens carefully and concentrate well as they draw and write.

Setting details

Unique reference number	255988
Local authority	Norfolk
Inspection number	10112994
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 12
Total number of places	12
Number of children on roll	15
Date of previous inspection	27 November 2014

The childminder registered in 1999 and lives in Holt, Norfolk. The childminder works with assistants. She holds a relevant childcare qualification at level 3. The childminder operates her service from 6am until 10pm all year round, except for planned holidays. She provides funded early education for two-, three- and four-year-old children.

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