

Childminder report

Inspection date	24 October 2018
Previous inspection date	30 October 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

The provision is good

- The childminder provides a well-resourced learning environment. She pays close attention to health and safety and completes daily checks of her home to ensure that all areas used by the children are safe and suitable. Children access the areas and resources safely.
- Children spend lots of time outdoors in the fresh air and are physically active. This helps to promote their good health and supports their physical well-being. Children have good opportunities to discover and learn about the world around them. The forest school activities give children extensive opportunities to learn to recognise dangers and understand about boundaries.
- The childminder has a good understanding of how children learn. She makes regular observations of what children can do. The childminder offers a relaxed approach to learning and provides activities that interest the children and that are flexible, so children can take the lead in their learning. She supports children's play well to help them make good progress in readiness for school.
- The childminder is committed to providing children with good-quality care and learning experiences. She regularly reflects on and evaluates her practice. She continues to make improvements to enhance her provision, such as developing the outdoor area to enhance children's learning opportunities.
- The childminder helps to extend children's social skills and confidence. For example, she regularly attends local groups with the children where they interact with other adults and children.

It is not yet outstanding because:

- Although the childminder works well with parents, she does not gather precise information from them about children's learning and achievements at home when they first start at her setting.

What the setting needs to do to improve further

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

- work more closely with parents to gather detailed information about what their children can already do so that their starting points in learning can be collaboratively identified on entry.

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 at appropriate times during the inspection. She looked at relevant documentation and children's records and discussed the childminder's policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the possible signs of abuse and neglect, and understands wider issues surrounding child protection. She has a clear understanding of safeguarding procedures and knows what to do should she have any concerns about children's welfare. The childminder shares her policies and procedures with parents, which provides them with the reassurance that their children are safe and well cared for. She completes training to enhance her skills and keeps up to date with developments in childcare practice to improve outcomes for children. For instance, the childminder attended an annual childcare conference to enhance her knowledge and share ideas with other practitioners.

Quality of teaching, learning and assessment is good

Children of all ages are happy and actively engaged during their time at the setting. They are inquisitive and enthusiastic as they confidently explore the childminder's garden. The childminder is skilled at recognising children's need to play independently. She knows when to get down to their level and join in with their play experiences. The childminder supports children to solve problems and think for themselves. She uses opportunities to incorporate colours, shapes and counting into children's play, such as when they search for leaves while outdoors. The childminder has developed effective communication links with other settings that children attend. She understands the importance of sharing relevant information to promote continuity of care and learning. The childminder works closely with parents to put consistent approaches in place if there are any identified areas in children's development that need support.

Personal development, behaviour and welfare are good

The childminder provides children with a welcoming, family environment. She takes time to support new children to settle. The childminder works closely with parents to make sure that she meets children's care needs well. Children settle quickly. The childminder is a good role model. She is calm and helps children to play together harmoniously. Children learn how to share and take turns. The childminder gives constant praise and encouragement as she recognises children's efforts and achievements. This enables children to develop their confidence and sense of self-esteem. The childminder helps children to gain an understanding of risk through everyday routines and outings. For example, they practise the emergency evacuation drill.

Outcomes for children are good

Children gain the many skills they need in preparation for their future learning, such as moving on to nursery or starting school. For example, they lead their own play and choose what they would like to do next. Children enjoy looking at books with the childminder and have many opportunities to develop their early writing skills. They learn about healthy practices, such as handwashing before snacks and meals and after playing in the garden. Children experience sociable mealtimes and demonstrate good levels of independence. They enjoy opportunities to develop their physical skills. For example, as children carefully negotiate the low step up to the grass. They eagerly kick footballs and transport wooden logs.

Setting details

Unique reference number	256408
Local authority	Norfolk
Inspection number	10064971
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 October 2015

The childminder registered in 1993 and lives in Ashmanhaugh, Norfolk. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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