

Childminder report

Inspection date	21 November 2018
Previous inspection date	29 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 is committed to her continuing professional development. She regularly attends training to enhance her knowledge and skills. She uses her knowledge to help her to reflect on the quality of what she provides and to seek ways to enhance it further.
- The childminder follows children's interests as they play. Overall, she engages them in good-quality learning opportunities. Children play imaginatively and pretend to bake food they have made from dough. They develop a keen interest in mathematics and frequently count and recognise numbers.
- The childminder knows the children well and closely monitors their progress. She involves parents in her assessments of children's capabilities and shares daily information with them about children's achievements. Her plans for children's learning are targeted to their individual needs and help to secure their good progress.
- Children behave well and develop good social skills. They are kind to their friends and are happy to share resources. They are considerate of other children's ideas and opinions and help each other to achieve their desired goal. The childminder praises children often to show them that she values their efforts.

It is not yet outstanding because:

- The childminder does not consistently use daily routines to continue children's engagement in learning or develop their high levels of independence.
- On occasions, the childminder does not present high levels of challenge to children to enhance their learning and secure their rapid progress.

What the setting needs to do to improve further

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

- enhance children's learning opportunities to encourage them to be highly independent and willing to do small tasks for themselves
- enhance teaching so that children consistently experience highly challenging opportunities to help them to make rapid progress.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents and took account of their views through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe from harm. She knows how to identify risks to children and has a secure knowledge of the procedures that she must follow to report any concerns that she has about children's welfare. The childminder is vigilant and supervises children closely to keep them safe. The childminder competently assesses risks to children. She considers the age of children when planning activities. Older children use scissors when it is safe to do so. At other times, they are kept out of the reach of younger children. On occasions, the childminder works with an assistant and supports him to access training. They communicate well together and she gives her assistant guidance to effectively support children's learning. The childminder communicates well with parents. She seeks their views about the quality of her provision and is committed to continually improving children's experiences. Parents comment positively about what the childminder offers children.

Quality of teaching, learning and assessment is good

The childminder promotes children's communication and language skills well. She talks to children as they play and comments on what they do. Children pretend to make pasta when they play with dough. The childminder extends their vocabulary and introduces new words, such as 'ravioli'. Younger children communicate effectively through gesture and body language. They point to objects that they want to play with and the childminder responds accordingly. The childminder incorporates children's interests into play, such as cars. Children move the cars around a self-made car park and identify the numbers of the car park spaces that they use. Younger children enjoy exploring and investigating. They show good concentration when they fill and empty containers with sensory resources.

Personal development, behaviour and welfare are good

The childminder is a good role model. She consistently encourages children to be polite and use good manners. She treats each child with care and respect. The childminder is perceptive to children's needs, such as when they are tired or hungry. She responds swiftly to meet their needs and to promote their well-being. Children develop a secure attachment with the childminder and quickly settle into her care. They are happy and confident in the setting and show good levels of self-esteem. The childminder supports children to adopt healthy lifestyles. She provides them with healthy, home-cooked and nutritious food to eat. Children have regular opportunities to play in the fresh air. They play actively in the childminder's garden to promote their physical well-being.

Outcomes for children are good

Children progress well from their starting points. They engage well in activities and show good levels of concentration. They are confident to develop their own ideas as they play. Children play well together and develop good friendships. They listen and respond to the childminder's instructions and know the rules and boundaries that they must follow. The childminder prepares children well for the next stage in their learning, such as school.

Setting details

Unique reference number	256627
Local authority	Norfolk
Inspection number	10064976
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 October 2015

The childminder registered in 1992 and lives in Norwich. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. Occasionally, the childminder works with an assistant.

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