

Childminder Report

Inspection date

11 September 2017

Previous inspection date

10 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has successfully addressed the actions and recommendations, set at her last inspection. She has reviewed her systems for assessing children's learning. The childminder has developed a more secure approach, to ensuring she is able to quickly identify gaps in children's development and plan suitable activities to support the good progress they make.
- Children form close, emotional bonds with the childminder. She gives careful consideration to meeting children's individual needs, she has a good knowledge of their family backgrounds, which helps her to settle children into the setting.
- The childminder provides a stimulating range of activities and resources to effectively support children's learning, both indoors and outdoors. Children make their own choices, follow their interests and are well supported by the childminder.
- The childminder takes children out and about, to provide them with further play and learning experiences. They regularly visit parks, woods and the beach.

It is not yet outstanding because:

- The childminder does not always give full consideration to all professional development opportunities, to enable her to continually develop her knowledge and skills, and help raise teaching to the highest level.
- The childminder does not consistently share information with parents about children's precise learning needs to help guide their learning at home. Furthermore, she does not consistently gather sufficient information about what children do at home to strengthen her assessments of children's learning to help them make the best possible progress.

What the setting needs to do to improve further

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

- sharpen the focus on professional development opportunities that help raise skills, knowledge and the quality of teaching to the highest level
- share more detail with parents about the specific learning targets set for their children, and use information from parents about children's learning at home more precisely to inform the planning of activities.

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 held discussions with the childminder throughout the inspection about her practice, and children's learning and development.
- The inspector spoke to children during the inspection.
- The inspector looked at relevant documentation and evidence of suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands how to report her concerns to the appropriate authorities. She attends regular safeguarding training to keep her knowledge refreshed, and is aware of all current legislation in relation to childcare. The childminder allows children to take suitable risks in their play. Young children confidently climb steps to the slide themselves, closely supervised by the childminder. She risk assesses the children's environment to provide safe, play spaces. The childminder works well with the local authority, and welcomes their support and guidance. She now gives better consideration to what she does well and where she can improve the experiences for children. The childminder welcomes parents' feedback and they speak very positively about the childminder and the services she provides.

Quality of teaching, learning and assessment is good

The childminder engages with children as they play, and supports their development effectively. She talks to children during activities and uses good teaching skills, to encourage and enhance young children's language development. The childminder introduces new words, such as 'bumpy', when exploring the texture of house bricks and consistently repeats words clearly for reinforcement. The childminder gives children time to develop their own thoughts and use their imagination as they play. Children enjoy role play. They make picnics for the childminder to eat, and use tools at the work bench to fix the vacuum cleaner. Children use their thinking skills to make up their own games. They engage with the childminder to skilfully roll a small ball across the garden table to see if it will fall through the hole in the middle. Suitable working partnerships are in place with other settings children attend.

Personal development, behaviour and welfare are good

Children are confident to explore the environment and show good familiarity with the routines of the day. Children feel secure in the setting and happily approach the childminder if they require help in activities. She supports and encourages children to meet their self-care needs and develop their independence. The childminder gives positive encouragement during play, so that children learn to play cooperatively together and develop an understanding of right and wrong. Children enjoy spending time outdoors and are physically active. They learn to develop their hand-to-eye coordination through games, such as catch, with a ball; and try hard to swivel their hips to spin a hoop.

Outcomes for children are good

Children make good progress in their development and are generally working at typical levels of development for their age. Older children confidently count and accurately recognise numbers on a clock face. They see and hear letters through various play resources and make the connection to the letters in their name. Children are social and enjoy meeting new people and children at various events in the community. Children are well prepared for the next stage of their education, such as their move on to school.

Setting details

Unique reference number	EY246450
Local authority	Norfolk
Inspection number	1107577
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	10 October 2016
Telephone number	

The childminder registered in 2003 and lives in Terrington St. Clement, Norfolk. The childminder holds an appropriate qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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