

Childminder Report

Inspection date

21 April 2015

Previous inspection date

18 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder develops warm and affectionate relationships with the children because settling-in processes are thorough. Children are comfortable and happy in her care.
- Meticulous assessments and the tracking of children's learning enable the childminder to understand children's strengths and weaknesses and plan effectively for their good progress.
- Children benefit from a broad range of enjoyable experiences outside the childminder's home. They make frequent visits to parks and play areas and meet with other children. Consequently, they are sociable and confident, ready for the challenges of school.
- The childminder uses her good teaching skills to develop children's communication and language skills. She engages children in practical storytelling that holds their attention and encourages a love of literature.
- The childminder is experienced and well qualified. She attends training regularly to keep up to date and meets with other childminders to share new ideas.

It is not yet outstanding because:

- The childminder does not provide a wide range of alternative resources for creative activities that encourage children to explore materials and use their imaginations.
- The childminder does not consistently give children time to think about the answers to her questions and offer possible solutions.

What the setting needs to do to improve further

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

- extend opportunities for children to use their imaginations in creative activities by increasing the range of accessible media and materials
- encourage children to further develop their thinking skills, for example, by asking more why and how questions and giving children time to think critically and creatively about possibilities.

Inspection activities

- The inspector observed the childminder and the children.
- The inspector spoke with the childminder and the children at convenient times during the inspection.
- A range of documentation was looked at, including some policies and procedures, accident and medication records, children's learning records and the childminder's self-evaluation.
- The views of parents were taken account of through testimonials and comments in their learning records.
- The inspector looked at parts of the home and garden used for childminding and the play equipment.

Inspector

Veronica Sharpe

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are enthusiastic learners and make good progress in the childminder's care. They benefit from a broad range of enjoyable experiences. The childminder effectively links activities together, enabling children to focus on subjects that interest them. For example, children listen to a story about caterpillars and butterflies and find the picture cards that relate to the insects. Following this, the childminder encourages the children to recreate the story in paint. Resources available for creative activities are not always varied enough to inspire the children to persevere and use their imaginations. Children explore the available toys confidently. Younger children have fun with toy trains and older children practise early writing, which supports their readiness for school. The childminder asks children questions but, occasionally, does not give them time to think about answers, and sometimes provides them with solutions. For example, children are uncertain about how to order stacking cups. Although the childminder asks them to compare cups, she pre-empted their answers by explaining what goes where. Consequently, their opportunities to think creatively and solve their own problems are not optimised.

The contribution of the early years provision to the well-being of children is good

Children develop good relationships with each other. The childminder encourages them to play together cooperatively and learn to share and take turns. Children develop their understanding of safety through practical routines, such as practising the fire drill. The childminder provides parents with useful advice so that the food they provide for their children is healthy and nutritious. She and the children talk about and explore menus and recipes from other countries, to widen children's understanding of where their foods come from. Children benefit from good periods of time in the fresh air to promote their physical health. The childminder encourages active play in her garden and takes children to nearby parks and play areas. Children learn practical skills to prepare them for school, such as washing their hands independently.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the learning and development requirements. She maintains a safe environment by reviewing risks as children grow and develop. Children are protected from harm because the childminder attends safeguarding training regularly and, therefore, has a secure knowledge of child protection procedures. The childminder retains her enthusiasm for childminding and evaluates the provision to ensure she continues to offer a good quality service. She responds well to new ideas, for example, as a result of a recent workshop, she displays more images around the room to support children's learning. Parents praise the childminder; they say she is very good at sharing information and that their children enjoy attending. The childminder keeps parents well informed about their children's development, encouraging them to take home scrap books and learning records. Effective partnerships with other providers helps to ensure children benefit from consistent care and learning experiences.

Setting details

Unique reference number	EY265197
Local authority	Norfolk
Inspection number	860643
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18 November 2011
Telephone number	

The childminder was registered in 2003 and lives in South Wootton, Kings Lynn, Norfolk. She offers her childminding service, Monday to Thursday, during term time only. The childminder accepts children eligible for two-, three- and four-year-old funding. She holds a childcare qualification at level 3.

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