

Childminder report

Inspection date	28 November 2018
Previous inspection date	9 June 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

This provision is good

- Children enjoy spending time at the setting and demonstrate that they feel safe and secure in the childminder's care. This has a positive effect on their emotional well-being. The childminder works closely with her co-childminder to ensure that children have all their care needs met.
- The childminder demonstrates a secure knowledge and understanding of how children learn. She supports their play and learning well to help them make good progress.
- Children have access to fresh air and exercise daily. This helps to promote their good health and support their physical well-being. Children have good opportunities to discover and learn about the world around them. For example, the childminder regularly plans trips out to places in the local area, such as the woods, soft-play area and parks.
- The childminder observes children and routinely monitors their progress by tracking their development. This enables her to identify any gaps in learning and provide additional support.
- Parents express their thoughts about the care and learning provided for their children. They are very positive about the childminder and the service she provides. Parents comment that they would recommend the childminder to others.
- The childminder does not gather enough detailed information from parents about children's learning and achievements at home when they first start at her setting.
- The childminder does not always make the most of opportunities to extend children's awareness of mathematical language and counting.

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
- make use of opportunities to reinforce children's mathematical awareness of numbers and counting in meaningful and purposeful ways.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder during the inspection. She looked at relevant documentation and children's records, and discussed the childminder's policies and procedures.
- The inspector spoke with 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, her co-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 childminder works closely with her co-childminder. They demonstrate a strong commitment to providing children with good-quality care and learning experiences and regularly reflect on the service they provide to identify ongoing improvements. The childminder and her co-childminder are proactive in seeking ways to keep their knowledge up to date. For example, the childminder meets with other childminders and attends training courses whenever possible to develop her own skills and improve outcomes for children. The childminder reviews activities to identify how well they went so she can plan ways to improve them further. The arrangements for safeguarding are effective. The childminder knows the possible signs of abuse and neglect, and understands the wider issues surrounding child protection. She has attended training to ensure that she can protect children. The childminder knows the appropriate action to take if she has a concern about the welfare of a child.

Quality of teaching, learning and assessment is good

The childminder provides children with a wide range of toys and resources. Children lead their own play. For example, they enjoy playing with the role-play kitchen and play food. The childminder gets down to children's level and joins in with their play experiences. She enthusiastically talks to the children throughout activities. The childminder and her co-childminder get to know the children well. They plan creative activities around children's interests that help to engage them and build on their learning. For example, children use dough to make 'dinosaur nests' and place dinosaur stickers on paper. They develop their concentration and perseverance as they peel the backing from the stickers. The childminder provides support, when necessary.

Personal development, behaviour and welfare are good

The childminder is a good role model. She provides clear guidance for children about what is acceptable behaviour. The childminder encourages children to play harmoniously together. Children learn to share and take turns. The childminder gives constant praise and encouragement throughout activities. 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. Children develop a practical sense of responsibility as they help the childminder tidy away toys before lunchtime. The childminder supports children to prepare emotionally for the next stage in their learning. For example, they have opportunities to become familiar with other settings when they accompany the childminder to collect older children from school.

Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for the next stage in their learning, such as starting school. They are familiar with the daily routines and eagerly join in with rhymes and songs with the childminder. Children have many opportunities to develop their early reading and writing skills. They learn about healthy practices, such as handwashing after using the toilet and before eating. Children attend to their own personal care needs relevant to their age and ability.

Setting details

Unique reference number	EY276639
Local authority	Norfolk
Inspection number	10059733
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 - 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 June 2015

The childminder registered in 2004 and lives in Kings Lynn, Norfolk. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works alongside another childminder.

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