

Childminder Report

Inspection date

19 May 2015

Previous inspection date

25 November 2008

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 is knowledgeable about the children in her care and has an informal, relaxed attitude to learning. This allows children to be spontaneous in their choice of activities. Consequently, children learn to be creative and imaginative in their play.
- The childminder knows the importance of children feeling secure and comfortable in her home. She collaborates with parents and puts good settling-in procedures in place to suit children's emotional well-being. Therefore, children quickly become accustomed to their environment and routines and develop affectionate relationships with the childminder.
- The childminder teaches children about the world around them, as they look for bugs in the log pile or observe bees in the garden hive. She also teaches them about caring for animals as they help collect eggs laid by the chickens or handle pets with care. This means that children develop a sense of respect towards others.
- The childminder takes account of the views of parents. Parents' written comments are positive about the care and activities the childminder provides, and the positive impact this has on their children's learning and development.

It is not yet outstanding because:

- The childminder does not consistently encourage and provide children with ample time to think critically for themselves, in order to test their ideas and make predictions in their play and learning.
- The childminder does not gather precise information from parents about children's learning when they first start, that would enable her to sharpen her starting points for assessment.

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 critical-thinking skills even further, for example, by encouraging and allowing them time to make predictions and test their ideas for themselves
- enhance strategies for parents to provide information to strengthen arrangements for identifying children's starting points.

Inspection activities

- The inspector observed activities in the rooms where children play.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability and qualifications of the childminder and viewed her self-evaluation and improvement plan.
- The inspector took account of parents' written testimonials.

Inspector

Lindsey Cullum

Inspection findings

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

The childminder provides children with a welcoming, stimulating and child-centred environment, where they are able to flourish. Young children have many opportunities to explore sensory materials or develop their creativity, such as making things with dough. The childminder skilfully threads learning through activities initiated by children. As they build with bricks, she encourages children to match colours, count and understand simple positional language as she talks about adding another brick to the top or one beside the tall tower already created. She helps children to recognise different shaped bricks, but does not always maximise learning further, for example, by encouraging children to think about how different shapes fit together and solve problems for themselves. The childminder prepares children well for their next stage in learning, by supporting them to become confident communicators and encouraging their independence. Parents discuss children's progress with the childminder each day and view their children's assessment records regularly. However, parents are not always provided with the opportunity to contribute to children's starting points for learning, so that the childminder can make an accurate assessment of what children already know and can do on entry to her setting.

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

The childminder provides a caring and nurturing environment, where children are happy and settled. Children are content to play and explore on their own. They are aware of when they need support and actively seek out the childminder to ask for her help. The childminder is a positive role model to children. She encourages polite behaviour and teaches children about sharing and taking turns. Children have good relationships with each other, and older children comment that they enjoy playing with their friends in the setting. Consistent reminders and clear explanations ensure that children are fully aware of how to keep themselves safe and follow good hygiene routines. They clearly enjoy exploring the childminder's garden, walks to the local woods or energetic play at the park. These good experiences support children well in developing the skills that they need to adopt a healthy lifestyle.

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

The childminder is confident about child protection procedures, which safeguards children. She ensures children are well supervised and reviews risks regularly, to make sure children play and learn in a safe, secure environment. The childminder uses appropriate guidance to monitor next steps and achievements in children's learning. She works in partnership with parents and liaises well with other settings that children attend, in order to support continuity in children's care and learning. As a result, children make good progress. The childminder effectively uses the internet to research and read relevant guidance documentation, and liaises with other childminders, to improve and update her knowledge and skills. This has a positive impact on children, as the childminder constantly reflects on her practice to make ongoing improvements.

Setting details

Unique reference number	EY302545
Local authority	Norfolk
Inspection number	873035
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	25 November 2008
Telephone number	

The childminder was registered in 2004 and lives in Lingwood, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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