

Childminder Report

Inspection date

15 December 2017

Previous inspection date

27 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 establishes strong partnerships with parents, schools and other early years settings that children attend. She regularly shares information to ensure children benefit from continuity and consistency in their care and learning.
- The childminder is well organised. She implements and maintains a wide range of policies, procedures and records that helps to support her good practice and promotes children's safety, welfare and learning.
- The childminder places a strong emphasis on supporting children's communication and language development. She talks to children as they play and introduces new words to support their growing vocabulary. Children are confident talkers.
- Children form strong bonds with the childminder. They demonstrate they feel safe and secure in her care, for example they are confident to ask for cuddles throughout the day.
- The childminder is kind and friendly. She is a good role model. She creates a positive atmosphere of trust and respect where children are valued and learn about each other's differences.

It is not yet outstanding because:

- Sometimes, the childminder does not make the most of opportunities to extend children's understanding and awareness of early mathematical concepts, such as space, shape and measure.

What the setting needs to do to improve further

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

- provide more opportunities for children to understand and learn about mathematical concepts, such as space, shape and measure.

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 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 persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written and verbal feedback provided.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder confidently explains how she fulfils her responsibility to protect children from harm. She knows what to do should she have a concern regarding a child's welfare. She reads widely and attends training to ensure her knowledge of wider safeguarding issues are kept updated. The childminder is passionate in her role. She is committed to her continued professional development and reflects on her practice to help her to identify areas to develop. The childminder targets training to help to support children's needs as well as her own interests. Parents are positive about the childminder. They state they believe their children make good progress and that they enjoy their time with her.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and assesses the progress they make in their learning and development. She identifies what they need to do next in their learning and plans activities to support their ongoing progress. The childminder helps children who speak English as an additional language well. For instance, she learns key words and phrases in their home language to help them to settle and understand English. Children enjoy decorating bags with Christmas themed items. They repeat words the childminder introduces, such as 'sparkle' and 'glittery'. Children are deeply engaged as they explore play snow. They talk to the childminder about snowmen they built during recent snowfall.

Personal development, behaviour and welfare are good

The childminder works closely with parents from the start to help children settle. She learns about children's care needs and development so she can plan effectively for their individual needs from entry. The childminder consistently praises children's efforts, which helps to raise their self-esteem. Children learn about the local community. They regularly attend local toddler groups and enjoy a wide range of visits to local farms and parks. The childminder completes risk assessments for such outings and her home to help to provide children with a safe environment. Children develop good hygiene routines and healthy lifestyles. For example, the childminder plays games with the children that explore foods which are good for their bodies.

Outcomes for children are good

Children make good progress given their starting points and capabilities. They are becoming independent in their self-care routines. Children are confident to explore and make their own choices in play. They show a keen interest in writing for themselves, linking letter sounds with letters they see in the environment. Children are gaining the key skills and attitudes to support the next stage in their education and eventual move on to school.

Setting details

Unique reference number	EY302848
Local authority	Norfolk
Inspection number	1092248
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	27 January 2015
Telephone number	

The childminder registered in 2005 and lives in West Walton, Cambridgeshire. She operates all year round, from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. She offers funded early education for two-, three- and four-year-old children.

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