

Childminder report

Inspection date	30 July 2019
Previous inspection date	29 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder is exceptionally committed to her role. She is extremely motivated to provide a high-quality service to children and their families, and continually works towards achieving and maintaining excellence in all areas. The childminder makes use of all training available to her to continue enhancing her teaching practice further and improve outcomes for children.
- Children are exceptionally happy and settled in this friendly and welcoming setting. They form very close relationships with the childminder and her assistant, which supports their confidence and emotional well-being superbly. Children play safely in a secure and stimulating care and learning environment. The childminder works closely with her assistant to ensure that they meet children's individual needs.
- Teaching is consistently of a very high quality. The childminder has an expert knowledge of how children learn best through play and first-hand experiences. She gives thorough attention to planning for outdoors. This helps ensure that those children who learn best from being outdoors can do so.
- Children have daily opportunities for exercise and fresh air in all weathers, helping them to stay healthy. They develop very strong connections with their local community and gain an excellent understanding of the world around them.
- The childminder and her assistant have an in-depth knowledge of the children in their care. Children's learning is checked regularly. Any gaps are quickly identified and expertly managed.
- The childminder fosters purposeful relationships with other professionals. She is proactive in sharing information and keeping up to date with developments in childcare practice. Where children split their time between other early years settings, the childminder shares their progress to ensure they receive continuous and consistent support.

What the setting needs to do to improve further

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

- explore more innovative strategies to involve all parents even more in their child's learning and development, to maintain the already excellent outcomes for children.

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 spoke with the childminder and assistant during the inspection. She looked at relevant documentation and children's records, and discussed the childminder's policies and procedures.
- The inspector spoke to children during the inspection.
- The inspector evaluated the success of activities with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living on the premises.
- The inspector took account of the views of parents. She spoke to parents during the inspection and looked at written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder is confident and knowledgeable about her responsibilities to keep children safe and protect them from harm. She actively promotes children's welfare at all times. The childminder ensures that she and her assistant have a deep understanding of a wide range of safeguarding issues. She implements her comprehensive policies and procedures effectively. The childminder reflects continuously on all aspects of her provision to promote the very highest achievements for all children. She has highlighted that there is scope to explore even more ways to involve all parents actively in their child's learning.

Quality of teaching, learning and assessment is outstanding

Children of all ages have a wonderful time with the childminder. They show high levels of motivation and become fully absorbed in activities. The childminder and her assistant expertly facilitate children's learning, allowing children to play and explore. They skilfully guide children and adapt activities and introduce further resources to extend children's learning. Children experiment with coloured water using pipettes, test tubes and soap dispensers. They show delight as they mix cornflour and water, exploring the consistency with their hands. The childminder gives children's communication and language skills high priority. There is a constant flow of communication as the childminder and her assistant immerse children in an environment that is rich in language. They model and build on language extremely well to support children to become confident communicators.

Personal development, behaviour and welfare are outstanding

Meal and snack times are treated as important social occasions. Children sit at the table, learn how to use cutlery and enjoy an excellent range of nutritious, home-made food. The childminder accommodates children's dietary needs extremely well. She provides opportunities for all children to take on responsibilities in the setting. For example, the childminder asks some children to help fetch the container of shoes from the hall before going outside, and others to pile up the bowls after snack. Children relish from helping with the small tasks. They thrive on meaningful praise as the childminder and her assistant recognise children's achievements, supporting children to develop a highly positive sense of themselves. The childminder and her assistant encourage children to be polite and use good manners. They skilfully support younger children to play and learn alongside each other, teaching them to understand the need to share and take turns.

Outcomes for children are outstanding

Children make excellent progress throughout their time with the childminder. They develop excellent attitudes to learning and gain the skills they need for their future learning and eventual move on to school. Children enjoy books and listen to stories with interest. They have many opportunities to develop their early writing skills. Children develop excellent social skills and become independent from a young age.

Setting details

Unique reference number	EY318235
Local authority	Norfolk
Inspection number	10073601
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	24
Date of previous inspection	29 January 2016

The childminder registered in 2006 and lives in Aslacton, Norfolk. She operates on Mondays, Tuesdays and Fridays, from 7am until 6pm, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3 and works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

