

Childminder Report

Inspection date

5 October 2016

Previous inspection date

20 December 2012

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 accesses a wide range of professional development opportunities to enhance her skills and knowledge. She completes training to ensure she uses the most up-to-date guidance to lead practice in her setting.
- Children demonstrate enthusiasm and an eagerness to learn. They engage well for sustained periods in interesting and stimulating activities. They are appropriately challenged in their learning to help them gain new skills.
- The childminder demonstrates effective teaching skills. She questions children to extend their thinking and encourages them to work out how to solve problems. She motivates them to explore and be inquisitive and supports them to try new tasks.
- Children behave well. The childminder has high expectations for their behaviour and encourages them to use good manners and to be polite and kind to their friends.
- Children build a secure relationship with the childminder and each other. The childminder is responsive to children and they are confident to ask for help if they need it. They build good friendships with other children and enjoy playing alongside them.
- Children make good progress in their learning. They are confident and demonstrate an enjoyment of learning. They listen and follow instructions well, and have a wide range of opportunities to practise their early writing skills.

It is not yet outstanding because:

- The childminder does not gather robust information from parents about children's learning at home when they first start in the setting.
- The childminder reflects on her own personal practice but does not extend this to evaluate and monitor the effectiveness of her wider provision.

What the setting needs to do to improve further

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

- seek even more detailed information from parents about children's learning at home to more accurately assess their capabilities and implement plans for learning at the earliest opportunity
- enhance evaluation of practice to reflect more critically across all aspects of provision and identify how provision of the highest quality can be achieved.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning and development records, and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is enthusiastic and committed to providing good quality care and education for children. She has high expectations for what children can achieve and consistently challenges them in their learning. Children have a wide range of experiences in the community and visit local groups, the library and museums. This helps them to develop their social skills and gain a sense of community. The arrangements for safeguarding are effective. The childminder completes training and keeps up to date with the latest guidance to keep children safe from harm. She has a secure knowledge of the procedures to follow if she has concerns about children's welfare. Parents comment positively about the childminder's provision. They are confident that she provides a safe, happy and secure environment in which children progress well.

Quality of teaching, learning and assessment is good

The childminder regularly observes children as they play. The assessments she makes of their capabilities are used to identify their next steps in learning. The childminder carefully plans activities to target children's next steps in learning and to help them continue to make good progress. The childminder shares information with parents about children's learning. Parents are aware of planned activities so that they can further support children's learning at home. The childminder adopts skilful teaching techniques to promote children's learning. She joins in with their play and promotes their range of vocabulary. She names natural objects and mini-beasts as children explore and investigate the objects they have collected. Children repeat words to embed their learning. They describe what they can see and match objects to pictures to look at similarities and differences. The childminder further embeds children's learning and encourages them to recall knowledge and vocabulary as they look at books to link their previous learning.

Personal development, behaviour and welfare are good

Children develop their independence and enthusiastically complete small tasks. They tidy away toys and prepare for snack, which helps them to develop a sense of responsibility. Children identify the difference between rubbish and recycling as they begin to gain an understanding of social responsibility. The childminder praises children enthusiastically for their efforts. This helps to promote their confidence and self-esteem, and motivates them to continue to attempt new tasks. The childminder is a good role model to children. She encourages them to help one another, be polite and use good manners. Children's good health is promoted. They have plentiful opportunities in the fresh air to develop their physical skills. Children benefit from healthy and nutritious home-cooked food. Meals are carefully planned to ensure children have a well-balanced diet.

Outcomes for children are good

Children make good progress in their learning and in some areas exceed expectations for their age. They are eager to learn and develop key skills. Children have plenty of opportunity to promote their mathematical development and early writing skills. They take pride in their learning and celebrate their achievements enthusiastically. Children are prepared well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY403062
Local authority	Norfolk
Inspection number	1059859
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	20 December 2012
Telephone number	

The childminder was registered in 2009 and lives in Thetford. She operates all year round from 6am 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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Piccadilly Gate
Store St
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