

Childminder Report

Inspection date

2 September 2016

Previous inspection date

13 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the childminder has made effective changes to her practice. She works in the welcoming home of her co-childminder. Together, they evaluate the provision and seek the views of parents and children to set clear targets that drive continual improvements.
- The childminder knows the children in her care well and offers an informal, relaxed approach to learning. She accurately identifies and promotes children's next steps in learning so that they make good progress from their starting points.
- The childminder promotes children's emotional well-being very well. Children benefit from the childminder's caring and attentive manner, which helps them to feel confident and secure in her care. The childminder provides children with consistent, clear boundaries appropriate to their age in a calm manner. Children learn to share, take turns and be considerate of others.
- Partnerships with parents are very positive. The childminder keeps them updated about the activities their children engage in and the progress they are making in their learning and development.
- The childminder has established successful partnerships with other settings children attend. She now shares information about children's learning and development to provide a good level of consistency for the children.

It is not yet outstanding because:

- The childminder does not focus ongoing professional development opportunities precisely enough on raising the quality of her teaching to the highest level.
- The childminder does not always make good use of opportunities to help children think about questions, express their ideas and extend their problem-solving skills further.

What the setting needs to do to improve further

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

- strengthen professional development plans so that they are more focused on achieving and maintaining outstanding levels of practice
- provide children with the time they need to think about and express their ideas and demonstrate their understanding, solve problems and find different ways of doing things.

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 and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development, written risk assessments and a selection of policies and procedures.
- The inspector took account of the views of parents through written comments in their children's records.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities and has policies and procedures in place to ensure children's safety. She works closely with her co-childminder and they use different opportunities to better their practice, including meeting with other childminders locally. The childminder has effective systems to monitor children's progress. She is quick to identify where any gaps in a child's development may be and works closely with parents to establish strategies to help narrow the gap. Parents comment positively about the care and support the childminder provides.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to support children's learning. She finds out about their starting points through her discussions with parents during settling-in visits and by carrying out early assessments. She is fully aware of where children are in their learning and takes this into account, as well as their interests, when planning for their next steps. The childminder is actively involved in children's play and readily changes activities in response to their short concentration span. Children enjoy stories and happily snuggle up with the childminder to listen as she reads. They watch as older children use puppets to act out familiar stories and contribute to the narrative. The childminder supports children's language development well as she talks to them during their play, introducing new words and explaining their meaning. Children's mathematical development is supported well. The childminder seizes opportunities for them to hear and use counting in everyday play situations. They readily count toy animals, compare size and learn to recognise shapes.

Personal development, behaviour and welfare are good

Children are emotionally secure, as the childminder is caring and ensures that their needs are well met. She follows a familiar daily routine so that children know what to expect and are reassured. Parents describe their children's joy when they go to the childminding setting. Children readily move between activities of their own choosing. They show they are pleased when they succeed with their chosen task and receive high levels of praise from the childminder. Children's health is promoted effectively. The childminder takes children out each day so that they have plenty of fresh air and exercise. They go on walks, take trips to the park and soft-play areas and visit the local farm. This helps children to develop good physical skills and learn about the world around them. They regularly attend local groups so they mix with other adults and children.

Outcomes for children are good

Children develop a good foundation for future learning, such as moving on to nursery or school. They confidently express themselves, listen well and follow simple instructions. Younger children socialise well, enjoying the company of older children present during school holidays. Children manage their own self-care skills relevant to their age and demonstrate emerging independence.

Setting details

Unique reference number	EY405950
Local authority	Norfolk
Inspection number	1044000
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	13 June 2014
Telephone number	

The childminder was registered in 2010. She works from the home of another registered childminder in Kings Lynn, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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