

Childminder Report

Inspection date

11 March 2016

Previous inspection date

8 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- The childminder uses a variety of techniques to support children to make good progress in their communication and language from their starting points, both in their first language and in English.
- The childminder has improved his knowledge of issues relating to safeguarding children since his last inspection. He now has a clear awareness of how to identify possible signs of abuse and knows what action to follow if he has concerns about a child in his care.
- Parents value the contribution made by the childminder to their children's well-being and development. They regularly add to their child's records of learning. The childminder uses a variety of successful methods to share with parents what children are learning.
- The childminder builds a close bond with the children in his care. Boys particularly enjoy spending time with the childminder. Their physical skills develop well as they engage in physical play, such as ball games, when outside.
- The childminder takes responsibility for ensuring safety and security of the childcare environment. The childminder ensures that thorough risk assessments are regularly conducted to prevent children from being exposed to hazards in all areas of the environment.

It is not yet outstanding because:

- Together with his co-childminder, the childminder monitors the progress that individual children make. However, these assessments are not yet sharply focused enough to analyse the progress of the different groups of children cared for in the setting.
- The childminder's plans for his own professional development are not always aimed specifically enough at the emerging needs of the children he cares for to allow him to raise the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- focus professional development even more specifically, to further enhance knowledge and skills to raise the quality good teaching to an even higher level
- establish systems to monitor the progress made by the different groups of children cared for, in order to be able to target teaching even more specifically.

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 to a small number of parents during the inspection and took account of their views.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a selection of documentation, including policies and procedures and records of children's learning.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with his co-childminder and her assistant to provide an inviting and stimulating environment for children. He is very well organised in his record-keeping. The childminder regularly reflects on what he provides for children. He makes appropriate plans for improvement, such as planning to keep chickens in the outdoor play area to promote children's learning, following on from their interest in a neighbour's chicken. The arrangements for safeguarding are effective. The childminder has completed training to develop his knowledge of how to keep children safe. There is scope for the childminder to further develop the quality of his already good teaching through well-targeted professional development.

Quality of teaching, learning and assessment is good

Since his last inspection, the childminder has, together with his co-childminder made improvements to the assessment and planning for children's learning. The childminder works with his co-childminder to plan for next steps in children's learning. Effective systems are in place to share information with parents about their children's learning, including using online methods, sharing written assessments and having daily discussions with parents. The childminder helps children to enjoy their learning. He encourages children to develop a keen interest in the world around them as they explore natural features of the outdoor environment. While children are playing in compost the childminder finds some worms to show the children which they then carefully examine. They are taught the words in their first language as well as in English promoting their developing vocabularies. Children confidently speak in both their first language and in English as they play.

Personal development, behaviour and welfare are good

The childminder ensures that children are happy in his care. He supports them during play-based activities as he sits alongside them and pays them individual attention encouraging their engagement. Children are enthusiastic to learn. They chat freely to the childminder. Clear boundaries and rules support children to know what is expected of them so that they behave well. All of the adults caring for children are good role models. Children settle well with the childminder and look forward to spending time in the setting. Children's individual needs are well met as they have the opportunity to rest in a cosy area after lunch. Those who do not wish to sleep are able to return to play, while those who need rest do so undisturbed. The childminder ensures that the health and safety policies that he and his co-childminder have are adhered to.

Outcomes for children are good

Children who all speak English as an additional language are supported to make at least good progress over time from their starting points. Children learn to play together cooperatively. They develop their self-care skills and learn to take responsibility for their own belongings, helping to prepare them well for the next stage in their learning, including school. Extra support is put in place for children who may be slower to pick up key skills, for example, in their speech and language.

Setting details

Unique reference number	EY433271
Local authority	Norfolk
Inspection number	1037046
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	8 November 2012
Telephone number	

The childminder was registered in 2011 and lives in Kings Lynn, Norfolk. He operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. He works together with his co-childminder and her assistant.

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