

Childminder report

Inspection date	8 May 2019
Previous inspection date	24 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of 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 continually looks at ways to develop her practice. She seeks the views of parents and completes her own research to identify ways that she can enhance children's experiences further.
- The childminder supports children's communication and language skills well. She asks children questions as they play, to which they eagerly respond. Children are confident when talking to others and develop a rich range of vocabulary.
- Children are enthusiastic and motivated learners. They engage well in a variety of learning opportunities. The childminder knows the children well and supports and guides their learning effectively.
- Children develop a secure attachment to the childminder. They are happy and settled in her care. They play cooperatively alongside their friends and learn to share resources and take turns.
- The childminder encourages children to play together and learn from each other. She adapts her teaching during activities according to children's different ages and stages of development. She ensures all children have challenging opportunities.
- While the childminder gathers some information from parents when children first start, she does not fully gather all detailed information about children's capabilities on entry to help her to promptly identify what they need to learn next.
- The childminder does not secure highly effective partnership working with all other settings that children attend. She does not share detailed information with them to enable even higher levels of continuity in children's learning between settings.

What the setting needs to do to improve further

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

- gather more detailed information from parents when children first start, to identify children's precise starting points in learning and swiftly build on what they already know and can do
- strengthen partnership working with other settings children attend, to provide high levels of continuity in children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 all persons living and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

The childminder provides a warm, relaxed and homely environment in which she offers children a good range of learning opportunities. She works closely with her assistant to meet children's needs throughout the day. The childminder supports and guides her assistant in his practice. They share ideas and suggestions from training courses or research they have completed. This benefits their practice and enhances children's experiences, such as when playing outdoors. Safeguarding is effective. The childminder follows robust procedures to ensure she reports any concerns about children promptly. She knows how to identify signs that a child may be at risk of harm and accesses regular training to ensure her knowledge is up to date. The premises are safe and secure. The childminder checks the premises often to ensure she minimises any risks to children.

Quality of teaching, learning and assessment is good

The childminder makes ongoing assessments of children's progress and targets learning opportunities to their individual needs. She places a clear focus on developing younger children's personal, social and emotional development, such as making secure relationships with others. Children display good listening skills. They listen to and follow the childminder's instructions. They take turns playing a listening game and name the animal sounds they hear. Children demonstrate their wide vocabulary, for example as they name 'mosquito' and 'toucan'. Older children eagerly participate in mathematical learning opportunities. They identify numerals and add numbers together. Younger children copy the older children and randomly name numbers. The childminder reads to children, who listen and concentrate well. Children ask questions about the story and are keen to demonstrate what they know. Parents comment positively about children's progress. The childminder keeps them well informed about children's achievements and experiences.

Personal development, behaviour and welfare are good

The childminder encourages children to do small tasks for themselves. They eagerly tidy away their belongings when requested to do so. Children show that they are proud of their efforts and are keen to share their successes with others, such as when they complete a game. Children behave well. The childminder encourages children to consider the impact of their behaviour on others. Children learn to understand the importance of being kind to others from a young age. The childminder promotes children's good health. She encourages children to follow good hygiene procedures. Parents comment that the childminder provides balanced and healthy snacks. Children have regular outdoor play opportunities at the local park, forest and the childminder's allotment. Children use large play equipment safely. This supports their physical development.

Outcomes for children are good

Children progress well in all areas of learning. Older children are prepared well for school. All children are enthusiastic learners. They engage equally well when supported by the childminder or in independent play. They show a strong commitment to learning. Younger children acquire important language skills. They listen carefully and learn how to play cooperatively with their peers. This learning gives them strong foundations to

successfully move on to the next stage in their development.

Setting details

Unique reference number	EY436398
Local authority	Norfolk
Inspection number	10059635
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	24 June 2015

The childminder registered in 2011 and lives in Norwich, Norfolk. She operates all year round from 8.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder works with her son, who is her assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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

