

Childminder Report

Inspection date

24 June 2015

Previous inspection date

22 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's learning is purposefully promoted. The childminder has a secure knowledge and understanding of how children learn through supported child-led play and free exploration. She effectively adapts her teaching, to ensure activities meet the needs of each child and provide sufficient challenge to extend their learning further.
- Children benefit from being cared for in a welcoming, family home where they feel safe and secure. The childminder and her assistant build strong bonds with the children in their care. This effectively promotes their emotional well-being.
- The childminder prepares children well for their next stage in learning. Children demonstrate good independence and problem-solving skills. They confidently ask questions to improve their understanding and eagerly share their thoughts and ideas.
- The childminder takes children on a variety of interesting outings, including visiting the local museum, art exhibition or the pond to collect tadpoles. These extend children's learning opportunities, and help them to become confident in new experiences.
- Children are encouraged to adopt healthy lifestyles. The childminder supports and encourages them to eat and drink healthily. Children help shop for ingredients used in their meals and enjoy cooking activities, such as flat bread or pizza making. Good hygiene practices are embedded throughout the daily routine.

It is not yet outstanding because:

- The childminder stores some of her toys and resources in containers that are not easily accessible to the younger children, limiting their independent choices.
- The childminder does not consistently share her assessments of children's progress with their parents.

What the setting needs to do to improve further

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

- provide even more opportunities for young children to be able to independently select the toys and resources that they would like to play with to extend their play opportunities
- strengthen partnership working with parents, by ensuring that all parents are provided with the opportunity to view and contribute to assessments of their children's progress.

Inspection activities

- The inspector observed activities in the rooms where children play.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection and carried out a focused observation.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of the suitability and qualifications of the childminder, her assistant, and viewed the childminder's self-evaluation and improvement plan.
- The inspector took into account of the views of parents provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder knows children well, as she regularly observes them while they play. As a result, she plans opportunities which are stimulating, challenging and support development in all areas of learning. She uses good teaching techniques, such as, demonstrating, explaining and questioning to encourage children to think and talk about what they are doing. For example, as they make models, she asks children what materials they need to stick the items together and talks about recycling materials. Children learn to recognise shapes and colours, as the childminder introduces these in to their play. They develop good manipulative skills for pre-writing, as they handle tools such as scissors. The childminder also uses spontaneous opportunities to promote learning. For example, when a child discovers that tiny strands of glue will float in the draft created by the open window, she encourages other children to watch and experiment. As a result, they make good progress in this relaxed environment. The childminder shares information with parents about children's learning in the setting, and invites parents to add their own comments. However, there is scope to involve them further, as the childminder does not consistently share her assessments of children's progress with all parents.

The contribution of the early years provision to the well-being of children is good

The childminder creates a friendly atmosphere where children clearly feel comfortable, relaxed and behave well. Children build strong attachments with the childminder and assistant. They engage children in play, motivate them and develop their social skills through good emotional support and praise. Children attend various groups, where they have the opportunity to socialise with other children and adults. The childminder teaches children to manage risks and stay safe. She enables them to test their physical skills, as they climb and balance on large play equipment at the park. Children are very helpful, enjoy getting out the plates for snack time and help tidy up. They have access to a variety of toys and resources, although the childminder stores some in a large basket. This means that children struggle to find toys they want from the bottom of the basket, and cannot always make independent choices in their play.

The effectiveness of the leadership and management of the early years provision is good

The childminder works closely with an assistant. Together, they make a good team who work effectively to ensure that children make good progress in their learning. The childminder takes all necessary steps to keep children safe and well protected. She keeps her safeguarding knowledge updated and knows who to contact if she has concerns regarding a child's welfare. Self-evaluation is progressing well and the childminder has a good understanding of how she wants to improve her provision. She considers the views of parents, who are very complimentary about the service she provides. The childminder monitors the educational programme she offers and tracks children's progress efficiently. She has developed mutually effective links with the local school, children's centre and other early years settings to support children in her care.

Setting details

Unique reference number	EY436398
Local authority	Norfolk
Inspection number	853752
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	22 May 2012
Telephone number	

The childminder was registered in 2011 and lives in on the outskirts of Norwich, Norfolk. She regularly works with an assistant. The childminder operates all year round from 7am 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
Manchester
M1 2WD

T: 0300 123 4234
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