

Childminder Report

Inspection date

18 October 2016

Previous inspection date

20 November 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good, with some aspects of the childminder's provision outstanding. The childminder provides fun, high-quality learning experiences that are well targeted to children's individual next steps in learning and follow their interests. Children become completely absorbed in their play and approach learning with enthusiasm.
- The childminder nurtures children's emotional well-being very well and they thrive in the welcoming, homely atmosphere. Children form exceptionally good relationships with the childminder and friendships with each other. Their independence and social skills are highly supported. They are developing very positive attitudes and exemplary behaviour.
- Children benefit greatly from the childminder's enthusiastic approach to outdoor learning. She makes very good use of natural resources to provide imaginative and enticing activities that stimulate children's curiosity to explore and investigate. Outings are used very well to enhance children's learning further.
- The childminder has established very good partnerships with parents. They regularly exchange information about children's learning and achievements. Parents' very positive written feedback demonstrates they value her professionalism, caring approach and the range of educational activities she offers to help their children enjoy learning.
- The childminder has formed good partnership working with other professionals and has good strategies in place to share relevant information. This collaborative working significantly contributes to the good progress children make.

It is not yet outstanding because:

- On occasions, the childminder does not encourage children to think for themselves.

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 children to think for themselves.

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 with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, records of children's learning and development and a selection of policies and procedures.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder.
- The inspector took account of the views of parents and other professionals provided through written testimonials.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The childminder is passionate about her role, is well organised and has the best interests of children at heart. She continually reflects on her practice and seeks the views of parents to help guide improvements. She proactively attends training and researches new ideas. This keeps her up to date with new legislation and good practice guidance. The arrangements for safeguarding are effective. The childminder maintains a safe environment and supervises children well. She knows the procedures to follow should she have concerns about any child in her care. Policies and procedures are updated to comply with current requirements and underpin the childminder's good practice. Children's progress is tracked effectively to ensure that any gaps in children's learning are swiftly addressed.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of how children learn. She gets to know children well through regular observations and accurate assessments of what they can do. Planned activities enthuse and motivate children to be curious about the world around them. Children develop good control and coordination. They use small spades to fill containers with compost or dig for worms and make marks with sticks. They demonstrate their knowledge of the natural world, talking about how seeds grow, naming insects and handling these with care as they observe them through the magnifying glass. The childminder skilfully incorporates numbers and mathematical language into everyday play. Children's spoken skills are very good. They eagerly join in conversations and develop their understanding. The childminder answers children's questions, pronounces words correctly and explains their meaning to extend children's vocabulary. However, she does not always give children enough thinking time. For example, they watch a bird under the tree in the garden and she suggests that the bird is hiding from the rain. She does not encourage children to offer their own ideas about what is happening.

Personal development, behaviour and welfare are outstanding

Children's well-being and personal development are central to everything the childminder does. She is an excellent role model for children and treats them with the utmost kindness and respect. She works very closely with other childminders. Together they plan interesting group activities and outings which involve children in the community, provide excellent opportunities to socialise and extend their friendship group. Children are exceptionally well supported to lead a healthy lifestyle. They frequently play in the garden, protected from the weather under the canopy. They are actively involved in the preparation of an excellent choice of fruit snacks. Children enjoy carrying out tasks for themselves, show high levels of independence and manage their self-care needs very well.

Outcomes for children are good

Children make very good progress. They acquire the key skills, knowledge and attitudes that prepare them well for starting nursery or school. They recognise shapes and colours and grow in confidence when using letters and numbers. They develop a keen interest in books and understand that print carries meaning.

Setting details

Unique reference number	EY461056
Local authority	Norfolk
Inspection number	1066810
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	20 November 2013
Telephone number	

The childminder was registered in 2013 and lives in Sprowston, Norwich. She operates all year round from 8am to 5.30pm, 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

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