

Childminder Report

Inspection date	9 March 2016
Previous inspection date	12 October 2010

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has high expectations for what children can achieve. She leads a child-centred provision where there is a clear focus on raising the level of achievement for children.
- The childminder regularly reflects on the quality of what she provides. She is ambitious to achieve high standards of provision. She consistently implements ongoing developments to continue to raise the quality of her provision.
- The childminder knows the children and their capabilities extremely well. She plans interesting and stimulating activities for children. She skilfully adapts these to meet all the children's needs and to support the next steps in their learning.
- Children engage extremely well in a range of interesting activities. The childminder is skilful in extending children's learning. She asks searching questions and follows children's interests and ideas as they play.
- Children develop secure emotional relationships with the childminder and her assistant. The childminder offers regular praise and encouragement to children and celebrates their achievements. This supports children's self-confidence and self-esteem.
- Children make good progress in their learning. They are confident and enthusiastic learners who are willing to try new things.

It is not yet outstanding because:

- The childminder does not yet consistently implement secure partnerships with parents to fully support children's learning in the setting and at home.
- Children do not yet have widely rich and broad opportunities to promote their rapid progress in mathematical development.

What the setting needs to do to improve further

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

- enhance partnership working with parents even further and encourage a more consistent two-way flow of information sharing to fully support children's all-round development
- build on children's achievements in mathematics and implement a system of more highly inspirational teaching and a broader range of activities to promote their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, children's learning and development records, and a sample of the childminder's policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and took account of the written testimonials of parents.
- The inspector checked evidence of the suitability of the childminder and other household members, and the childminder's qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure understanding of the procedure to follow if she is concerned that a child is at risk of harm. The childminder has a robust set of policies to fully support her good practice. She is well qualified and continually looks at ways to improve her knowledge and skills. The childminder works closely with her assistant. They mutually support each other to continue to raise the quality of teaching. They regularly discuss and evaluate activities and share knowledge they have acquired from training and personal research. The childminder monitors the progress all children make. This helps her to identify where additional support may be needed to help children to meet their full potential. The childminder develops good links with other settings children attend. She has effective systems in place to share information to complement children's learning in both settings.

Quality of teaching, learning and assessment is good

Children are motivated and eager learners. They show high levels of engagement in activities. The childminder offers children a broad range of resources and opportunities. Children freely choose resources they would like to play with and participate in carefully planned and interesting activities. All children enthusiastically join in singing songs during group time. The childminder's assistant extends children's vocabulary. She prompts children to think about the names of different baby animals to incorporate into their song. The childminder gathers information from parents when children first start. She uses this information, alongside her own observations, to assess children's starting points in learning. This helps the childminder to accurately identify the children's needs and plan suitably challenging activities to extend their learning.

Personal development, behaviour and welfare are good

Children behave well and the childminder is consistent in her expectations of them. They share resources and take turns with each other. Children regularly make choices throughout their day. The childminder values children's choices and opinions. This supports their self-confidence. Children make healthy choices about what they want to eat at snack time and have regular opportunities to play in the fresh air in the childminder's garden. They enjoy walking to the park and use a range of equipment to support their physical well-being. Children learn the importance of good hygiene. The childminder explains to them why they need to wash the germs off their hands. The childminder teaches the children to gain an understanding of, and value, diversity. Children recognise their similarities and differences to others, and learn about the wider world beyond their own environment.

Outcomes for children are good

Children gain key skills to help them prepare for the next stage in their learning, such as school. They demonstrate high levels of concentration during activities and persevere well to solve their own problems. They respond well to questions the childminder asks and enthusiastically offer their answers. Children learn social-interaction skills. They play turn-taking games and work together to complete a puzzle.

Setting details

Unique reference number	EY408330
Local authority	Norfolk
Inspection number	850903
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	12
Number of children on roll	10
Name of provider	
Date of previous inspection	12 October 2010
Telephone number	

The childminder was registered in 2010 and lives in Diss. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. Both the childminder and her assistant hold an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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