

Childminder report

Inspection date	31 May 2019
Previous inspection date	9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 provides a nurturing and calm environment for children. Children are very well settled and show strong relationships with the childminder, her assistant and each other.
- Children make good progress from their starting points and are meeting expected milestones for their ages. The childminder helps children to be prepared for starting school. For instance, she encourages them to develop their independence and reminds them to ask for help, when needed.
- The childminder plans a wide range of activities that children enjoy. Children keenly point out their photographs displayed on the wall and talk about what they like to do. They excitedly explain how they are waiting for caterpillars, who have formed chrysalises, to emerge as butterflies.
- Children of all ages behave extremely well. They understand the expectations and play harmoniously alongside their friends.
- The childminder completes face-to-face and online training to keep her knowledge up to date. She is highly organised and implements detailed policies and procedures to ensure the smooth running of her setting.
- Children have many opportunities to learn about the world around them. They regularly visit local parks and enjoy walks in the woods.
- Parents speak highly of the childminder's service. They say their child has a 'lovely relationship' with the childminder and she provides children with a 'great foundation for school'.
- Although the childminder asks children a range of questions to encourage their speech development, she sometimes does not give children enough time to think and respond before providing them with an answer.
- The childminder has not embedded highly effective performance management procedures for her assistants, to enhance their skills to the very highest level.

What the setting needs to do to improve further

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

- give children more time to think and communicate their thoughts and ideas
- refine the arrangements for performance management for assistants, to extend their skills to the highest level.

Inspection activities

- The inspector observed activities inside and assessed the impact of these on children's learning and development.
- The inspector jointly evaluated an activity with the childminder.
- The inspector held discussions with the childminder, her assistant and children at appropriate times.
- The inspector looked at a range of documentation, including evidence of the suitability of those living and working on the premises, policies, children's learning records and evidence of the childminder's training.
- The inspector had a tour of the childminder's home, including the areas used for childminding.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

The childminder carefully monitors children's progress. She links children's skills to expected milestones and notices any gaps in children's learning. She uses this information to plan experiences and activities to help these gaps to close. The well-qualified childminder and her assistant speak confidently about signs and symptoms of abuse. They know how to report any concerns about children's welfare. The arrangements for safeguarding are effective. The childminder informs Ofsted about any new assistants to ensure that the relevant suitability checks are completed. The childminder and her assistants regularly talk about the quality of their service. Together, they identify areas for improvement and ask parents for feedback. The childminder is currently updating her outdoor space to provide enhanced learning opportunities for children of different ages. Risk assessments are thorough.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She talks about their interests and what they are able to do. The childminder observes children's development and shares her findings with parents. She encourages parents to share their observations of their children at home, to help her provide consistency of care and learning. The childminder meets the needs of different ages of children very well. She skilfully plans activities which enable all children to join in at their own level. For instance, in an activity about 'The Very Hungry Caterpillar', the childminder encourages younger children to feel and taste the fruit, while older children identify numerals and find the corresponding number of fruit. Children learn about healthy eating. They enthusiastically talk about the fruit they enjoy at home, while the childminder encourages them to explore new smells, tastes and textures.

Personal development, behaviour and welfare are good

Children show good levels of confidence and emotional well-being. They happily play, choose toys and share their activities. Children show high levels of care for each other and during their imaginative play. For example, they attend to their toy babies when they 'cry' and pretend to call a doctor when their dolls 'feel poorly'. The childminder encourages children to think of others and to show respect for the environment. She allows children time to do things for themselves. For example, she gives children time to try to put on their own shoes for trips outside and encourages parents to do the same with their children at home. Children talk about the things they like to do at the childminder's home. Younger children say they like to do puzzles, while older children explain that they enjoy building with plastic bricks and playing with their friends.

Outcomes for children are good

Children learn many skills to prepare them for the next stage of their learning, including school. They are well motivated and show good levels of engagement in their activities. Toddlers quickly learn new words and use these to communicate their needs and include others in their play. Pre-school children confidently recognise numbers and are able to count accurately. Babies enjoy exploring with their senses, as they find out about new textures and flavours.

Setting details

Unique reference number	EY408330
Local authority	Norfolk
Inspection number	10074457
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	12
Number of children on roll	19
Date of previous inspection	9 March 2016

The childminder registered in 2010 and lives in Diss. She operates all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 5.30pm on Friday, except for bank holidays and family holidays. The childminder works with assistants. The childminder holds an appropriate childcare qualification at level 3. Her assistants also hold qualifications at levels 2 and 3. The childminder provides funded early education for two-, three- and four-year-old children.

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