

Childminder report

Inspection date: 11 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy and secure in the childminder's nurturing care. Their friendly behaviour and curiosity demonstrates that they feel safe. Children learn how to form friendships as the childminder teaches them how to play together and cooperate. Children are consistently kind, considerate and patient, when their friends struggle to join in play. Children enjoy a wide range of activities and experiences that engage and stimulate them. The childminder plans interesting activities, both indoors and outside, in her well-equipped garden. Children delight in bouncing on the trampoline and making pretend cakes for visitors in the outdoor kitchen. Children enjoy regular visits to parks, zoos, woodland and the library. This helps them to learn about the world around them.

Children choose rhymes and books to share with the childminder and each other. They act out the songs as they sing along and shake their musical instruments. Children become increasingly independent as they learn how to wash their hands carefully and open their own wrappers at lunch time. Children are motivated to develop their speaking and listening skills, as they chat with the childminder. They revel in repeating new words, such as when they practise saying, 'kinetic', as they are introduced to modelling sand.

What does the early years setting do well and what does it need to do better?

- The childminder has a very clear idea of what she wants the children to learn during their time with her. She plans activities that cover every area of learning and adapts activities so that all children can take part. She helps children who are still developing their speaking and listening skills to join in with songs by using dance and visual cues.
- The childminder naturally threads mathematical language throughout her interactions with the children. They sing counting songs, discuss how much water they need to pour in their cups and how high to hold the jug. Children happily practise their counting and measuring in independent play.
- The childminder teaches the children the routines of the day and her simple rules. For example, children know that only two children are allowed on the trampoline at one time, and that the cover needs to be zipped up before they start to bounce. They wait patiently for their turn and demonstrate consistently good behaviour.
- Children tackle every activity that the childminder provides with enthusiasm. For example, they are keen to have a go at a painting activity in the garden. However, the childminder does not consistently give enough attention to helping children to develop and explore their own ideas. This limits their creativity and does not support learning at the deepest possible level.
- The childminder fosters consistently positive relationships with parents. They

report that they value her 'kind-hearted' and 'well-organised' approach. Parents speak highly of the work that she has done in teaching their children about tooth brushing and how to develop good oral health habits.

- The childminder continuously reviews her setting. She plans to make improvements, such as building a play house in her garden. She is a member of various professional childcare organisations and regularly undertakes training. She uses what she has learned to improve her practice.
- The childminder has high expectations for all children. She makes precise assessments right from the start, and plans experiences that support children's progress in all areas. Consequently, parents and the childminder are clear that children are making good progress. She prepares them well for the next stage in their learning.
- The childminder works cooperatively with other settings the children attend. For example, she provides contact books and has regular handover discussions. This means that there is a joined-up approach to children's continued development and learning.
- The childminder has a sound understanding of how to support children with special educational needs and/or disabilities. She demonstrates a commitment to cooperate with other agencies, and to work with parents to make referrals to specialist services. This ensures that all children can make progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of how to keep children safe. She undertakes regular safeguarding training to ensure that her knowledge remains up to date. The childminder knows what to do should an allegation be made about a member of her family and demonstrates a commitment to take action should a safeguarding incident occur. She has a comprehensive safeguarding policy and clear information about what to do if there are any concerns. She shares this with the parents. The childminder understands her role in protecting children, who may be at risk of harm from concerns, such as grooming, radicalisation and female genital mutilation.

What does the setting need to do to improve?

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

- support children to deepen their learning by exploring their own ideas and help them to express their own creativity.

Setting details

Unique reference number	2515227
Local authority	Norfolk
Inspection number	10207885
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Poringland, Norfolk. She operates from 7am to 7pm Monday to Thursday and 7am to 3pm on Friday, all year round except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector by providing written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection 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.

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