

Childminder report

Inspection date: 11 March 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for children and families. Children demonstrate their sense of security and happiness at the setting after only a few visits. They look to the childminder for comfort and reassurance when needed and demonstrate their contentment as they play and explore their new surroundings. Through robust settling-in procedures the childminder has a good knowledge of each child and knows how to support them and meet their needs well.

Overall, children behave very well. They play together in small groups, share resources and listen carefully to the childminder's instructions. When children are upset, their peers offer comfort such as passing them a toy that they want or helping to find their slippers. Children begin to recognise the feelings of others and how they can help and support their peers, demonstrating compassion and empathy.

The childminder teaches children to carry out tasks for themselves. For example, children find their own belongings, take off their own shoes and coats and feed themselves at mealtimes. They demonstrate their independence from a young age due to the childminder's continued encouragement.

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

- The childminder provides visits to the setting for children and parents prior to starting. She gathers useful information from parents about children's care, routines and learning. This helps her gain a better understanding of what children already know and can do and enables her to provide well-tailored care and support for children. Therefore, children settle well at the setting and begin learning from their very first day.
- The childminder uses every available opportunity to support children's speech and language development. During personal care routines, children enjoy one-to-one conversations and during play, children benefit from singing and reading activities that support their ongoing learning.
- Books are promoted throughout the setting. Children enjoy sitting together to listen to stories as well as looking at books independently. Children sit quietly, turning the pages and looking at the pictures. The childminder asks children questions about what they can see and talks about the story to develop children's comprehension skills.
- The childminder provides exciting learning opportunities that are based on children's previous experiences and interests. Children are eager to join in and get started. However, they can sometimes become distracted, and the childminder does not always prioritise children's engagement and concentration

to fully enhance their learning.

- The childminder provides a wide range of learning opportunities to help children develop their physical skills. Outdoors, they provide various climbing equipment to support children's gross motor development. Children enjoy using a range of tools as they make marks with paint brushes and attempt to use tweezers to pick up small objects, strengthening their fine motor skills.
- The childminder uses questions to spark conversations and encourage children to think of their own ideas. When it begins to rain the childminder asks, 'What do you think will happen to the toys now it is raining?' Children think about the effects of the weather and work out the answer themselves, sharing their ideas with peers.
- The childminder enables a two-way flow of information with parents through face-to-face and written feedback. She offers in-depth information regarding children's learning and progress and shares children's planned next steps regularly. Parents share their experiences and, for example, comment that the childminder shows 'warmth, patience and professionalism, creating a nurturing environment' where their children thrive. Furthermore, the childminder offers suggestions and ideas to enable parents to continue children's learning at home and support their progress consistently alongside the setting.
- The childminder teaches children about the world around them, including cultural and religious differences. They learn about different events across the world as well as teaching children about the similarities and differences between people. Children enjoy reading a range of books that teach them about cultures, family structures and different traditions. This helps children to understand more about how people live and respect the differences between each other.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning of group activities to fully support children's engagement and concentration to the highest standard.

Setting details

Unique reference number	2522453
Local authority	Norfolk
Inspection number	10393651
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	0 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 April 2022

Information about this early years setting

The childminder registered in 2019 and lives in Upwell Village, Cambridgeshire. She works alongside her co-childminder from a detached brick garage conversion. The childminder operates all year round from 7.30am to 5.30pm, Monday and Wednesdays, except bank holidays and family holidays. The co-childminder provides care Monday to Friday. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the childminder.

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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