

Childminder report

Inspection date: 1 December 2022

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

Children thoroughly enjoy their time with this warm and reassuring childminder. They form strong bonds and are extremely relaxed and happy in her care. Children are very excited to play and experiment with the activities the childminder provides. The childminder nurtures them with good-humoured support and encouragement as they try out their ideas. Children become motivated learners, who set themselves challenges and revel in their developing skills. The childminder makes regular assessments of all children's learning and development. She seeks input from parents and, where appropriate, other providers. She uses what she knows to adapt activities to build on what individual children know and can do. All children in her care make sustained progress.

Children learn to be friendly and sociable as they follow the good example set by the provider. They learn how to behave in social situations, such as trips to cafes, and are welcoming to visitors. Children love to look at photos of previous activities. They remember what they were doing and the happy times they spent playing with their friends. As they remember what they have done in the past, they plan with the childminder what they want to do next time they are all together.

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

- The childminder has very good relationships with parents. They report that their children thrive in her homely environment. The childminder regularly shares with parents what their children are learning in the setting. She provides them with guidance on how to extend children's learning at home. For example, she expertly guides parents through toilet training their children, ensuring success by sharing strategies. This creates a consistent approach to children's care and development.
- Children chatter happily with the childminder throughout the day. She skilfully uses their interests to extend their vocabulary. For instance, she introduces words such as 'control panel' when they are playing with a rocket toy. She listens carefully to children's ideas and suggestions. They know their words are important and they are very motivated communicators.
- The childminder regularly introduces mathematical language. For example, she encourages children to count their fingers when they hold them up to demonstrate how old they are. They are delighted with this activity and confidently continue to count further. Children learn important skills that prepare them for later mathematical challenges.
- The childminder meets children's care needs well. Children learn to wash their hands before eating their food and after using the toilet. They spontaneously tell visitors that they need to wash their hands after playing in the woods or outside. They explain that this is to remove the germs and keep them healthy.

- The childminder regularly uses daily experiences to promote children's development in all areas. For example, she engages the children in helping to fetch things from her fridge. They learn to listen carefully to what is needed. They develop self-confidence and self-esteem as they are able to follow increasingly detailed requests. They are proud of being helpful.
- Although the childminder plans to build on what children know and can do, she sometimes underestimates their capabilities. For example, she does not allow older children to pour their own water as she assumes that they will not be successful. She does not consistently explore ways that older children can become more independent in their self-care in preparation for school.
- The childminder has a very positive attitude to diversity and meeting the needs of individual children. However, there are limited opportunities for children to learn about the diversity of modern Britain. The childminder has not yet fully developed an age-appropriate curriculum to teach children about people outside their immediate experience.
- The childminder promotes a love of language through sharing books, songs and rhymes. Children are keen to learn to write their names. The childminder helps them to listen carefully to the sounds in their names. She teaches children good pen control and they delight in their early 'writing'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of the signs that a child may be at risk of abuse or neglect. She updates her training and reflects on what she has learned. She understands the need to report wider safeguarding concerns, such as children being at risk of radicalisation or female genital mutilation. She knows the action she must take if an allegation is made about a member of her household. She ensures that parents are clear about her safeguarding duties, including following up on any injuries the children sustain at home.

What does the setting need to do to improve?

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

- encourage children to be even more independent in their self-care, in preparation for later learning and school
- provide more opportunities for children to learn about the diversity of modern Britain.

Setting details

Unique reference number	255852
Local authority	Norfolk
Inspection number	10263931
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 1997 and lives in Long Stratton, Norfolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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