

Childminder report

Inspection date: 3 April 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

Children thoroughly enjoy their time in this nurturing and caring environment. The childminder has a good understanding of the children's interests and needs. She gathers detailed information from parents when children first begin. The childminder uses this information to plan learning opportunities that build on children's knowledge and skills. Children access a wide range of learning experiences that match their ages and stages of development. For instance, for children learning to pull themselves up, the childminder plans her environment to allow them to use toys and furniture to support themselves. Older children currently potty training, use dolls and a toy potty to play out their experiences. The childminder provides an inclusive learning environment and implements effective strategies to ensure that all children, including those who require additional support, make good progress in their learning.

Children display high levels of engagement and positive attitudes to learning. The childminder plans learning experiences that capture children's curiosity. For instance, children explore texture as they scoop and sprinkle coloured rice between their fingers. The childminder extends this activity by challenging the children to use tools to develop their motor skills and extend their exploration further. The childminder has high expectations for children's behaviour. She helps children to understand the expected behaviour as she explains why rules are in place and reminds children to be kind and respectful to each other. Children learn to share toys and take turns. They are considerate and learn to play cooperatively with each other.

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

- The childminder has a clear aim for her curriculum. She understands what she wants children to learn before they leave her care. She focuses on children becoming independent and confident in social situations. The childminder regularly takes children to a wide range of groups within the local community. For instance, they attend a soft-play centre and 'bounce-and-rhyme' time at the library. This enables them to interact with other children in larger groups.
- The experienced childminder has a secure knowledge and understanding of how young children learn and develop. She regularly completes observations and assessments to help her to identify what children need to learn next. However, occasionally, the childminder does not think about how to ensure that adult-led activities maximise children's concentration and focus.
- The childminder supports children's communication and language skills well. She narrates children's play and introduces new words, such as 'dip', as they explore printing with paint. Children listen intently to a wide range of books and learn a large repertoire of songs and rhymes. The childminder asks simple questions to

encourage children's speaking skills and gives them time to think and respond. However, the childminder does not consistently use opportunities to ensure children hear the correct pronunciation of words, to support their growing vocabulary.

- The childminder provides a good range of experiences to support children's physical development. Children have plenty of opportunity to be physically active, both indoors and outside. For instance, children enjoy regular visits to the park to access larger equipment, such as slides and climbing frames. Children confidently move in a variety of ways, including running and jumping. In addition, the childminder introduces children to yoga to help them to regulate themselves following physical exertion.
- Parents speak highly of the childminder and express that they are happy with the service provided. They explain that their children enjoy a wide range of activities and make good progress. Parents receive daily updates about their children's experiences through discussions and electronic messaging. Parents appreciate the home-from-home environment the childminder provides. In addition, they say they appreciate the many places their children access with the childminder and the variety of experiences she provides.
- The childminder is reflective. She attends regular training and has identified areas she would like to develop further, such as supporting children's literacy skills. The childminder completes mandatory training, such as safeguarding and first aid, and accesses various professional development opportunities to extend her knowledge and skills. The childminder reflects on her training and confidently describes the impact this has had on her practice. She shares good practice with other childminders in her local area.

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:

- provide opportunities during adult-led activities to enhance children's concentration even further
- find effective ways to best help children with the pronunciation of words to support their language skills even further.

Setting details

Unique reference number	256073
Local authority	Norfolk
Inspection number	10380403
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 1998 and lives in Dereham, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder carried out a joint observation of a group activity.
- The inspector took account of parents' written views as part of the inspection.

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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