

Childminder report

Inspection date: 28 January 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 develop secure attachments with the childminder. They demonstrate they feel safe in her company as they remain close to her when visitors arrive. Children are happy, and they confidently explore the play area within the childminder's welcoming home. Children are eager to explore the various activities the childminder provides. She prepares learning experiences that build on children's current interests. For example, children show a keen interest in table-top games. The childminder, therefore, sources a wide range of games for children that supports their learning in all areas of the curriculum. Children are engaged in their learning. They listen carefully to the childminder as she explains the rules and answer questions to demonstrate their understanding.

Children behave well. The childminder has high expectations for children's behaviour. She is a good role model and teaches children good manners, such as using 'please' and 'thank you', when making requests. Children learn to take care of the toys and resources. They help to tidy away toys when they finish playing and enjoy the responsibility for routine tasks, such as preparing snack. Children benefit from a wide range of experiences to develop their gross motor skills outside. In addition to accessing the childminder's garden, children enjoy regular trips to the local play area to access larger apparatus to further challenge and develop their large muscles.

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

- The childminder promotes children's communication and language skills well. She comments on children's actions as they play. This helps to introduce children to new vocabulary. For instance, children learn the names of the instruments, such as 'xylophone' and 'tambourine'. The childminder describes the sounds that children create while exploring the instruments.
- The childminder promotes children's love of books. She provides a wide range of books based on children's interests. This helps to support children's engagement during story times. Children listen intently as the childminder reads. They comment on the pictures and answer questions the childminder asks about the characters. Children demonstrate their enjoyment of stories. When the childminder finishes reading a book, the children request another story and snuggle up with her, so they can enjoy another book together.
- The childminder understands the importance of supporting children's independence. She plans her environment to provide children with opportunity to access resources for themselves. The childminder teaches children to be independent in their self-care. They take their shoes off when they arrive at the house and learn to use tools as they help the childminder to prepare snack.
- The childminder skilfully weaves mathematics into all areas of her curriculum.

For instance, children learn basic shape names as they play, such as 'circle' and 'oval'. The childminder promotes children's mathematical vocabulary as she comments on their towers as being 'tall' and 'bigger'. Children demonstrate excellent counting skills from an early age. The childminder teaches children numerals and quantity as they play and explore.

- The provision for children with special educational needs and/or disabilities (SEND) is good. The childminder works in collaboration with children's parents and other professionals. She ensures that children receive timely referrals for additional support as required. Children with SEND are well supported to make good progress.
- The childminder has good relationships with parents. They describe her as 'caring' and comment on how much their children enjoy their time with her. The childminder shares an online app to ensure that parents are kept informed about their children's day and the activities they have enjoyed. However, she does not always keep parents informed of children's next steps in their learning or help parents to understand how they can support this learning at home.
- The childminder has a positive attitude towards her continuous professional development. She maintains her mandatory training and accesses online courses to keep her skills and knowledge up to date. However, the childminder has not identified specific or targeted training that enhances her skills and knowledge to further support the children in her care.

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:

- extend communication with parents to help them to support children's learning at home
- build on the already good practice, using self-evaluation more effectively to seek further ways to develop first-rate teaching practice.

Setting details

Unique reference number	256187
Local authority	Norfolk
Inspection number	10368625
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	6
Number of children on roll	6
Date of previous inspection	28 March 2019

Information about this early years setting

The childminder registered in 1991. She operates all year round, Monday to Friday, from 7.30am to 4.45pm, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides government 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 inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The childminder showed the inspector relevant documentation.

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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