

Childminder report

Inspection date: 4 December 2024

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 are happy and settle quickly. They build strong bonds with the childminder, who knows them well. The childminder provides a relaxed and nurturing environment. She is responsive to children's needs and provides reassuring cuddles when needed. Children make good progress in their learning and development. They are eager to participate in the wide range of activities the childminder plans, which are based on children's interests. Children demonstrate a positive attitude to learning. The childminder interacts in their play to help them to remain engaged. She instinctively knows which toys and resources to introduce to extend children's play and build on their learning and development. For example, following a cooking activity, the childminder introduces dough to continue to challenge children's physical skills and allow them the opportunity to revisit the cooking activity through play. This helps children to consolidate their learning.

Children learn to do things for themselves. The childminder makes effective use of daily routines to promote children's independence. For instance, toddlers learn to participate during nappy changes by undressing and dressing. Older children put on their coats for outdoor play and learn to fasten their zips and buttons. Children wash their hands independently and help to prepare snack. Children behave well. They listen to the childminder, who is a good role model. She provides gentle reminders to children to use good manners, such as saying 'please' and 'thank you' when making requests.

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

- The childminder knows what she wants children to learn while in her care. She provides a wide range of opportunities to prepare them for their next stage in learning. For example, she takes children out to various groups in the local village hall. They attend the local school to watch assemblies, nativities and sports days. This helps children with their transition to school as they become familiar with the environment.
- The childminder supports children to develop healthy lifestyles. The childminder teaches children how to wash their hands from a young age. She provides healthy snacks, and children harvest fruit and vegetables they grow in her garden, using them at mealtimes. In addition, the childminder invited a dental hygienist to show the children how to care for their teeth, and as a result, she has incorporated this care advice into the children's daily routine. This supports children to be aware of how to live healthy lifestyles from a young age.
- The childminder ensures that children have regular opportunities for learning about their local environment and the world around them. They explore local play parks, visit places of interest, such as farms, and go for days out at the beach. Children develop their understanding of the seasons as they play in fallen

leaves and engage in nature hunts. They learn about the weather when playing outside in the rain and thoroughly enjoy jumping in muddy puddles.

- The childminder interacts well with children, helping to make their learning fun. She promotes children's curiosity as she encourages them to explore. However, at times, the childminder asks too many questions or provides continuous commentary. On these occasions, she does not always leave children enough time to think about and respond to questions before asking another question. Therefore, the childminder is not always fully supporting children's speaking or thinking skills.
- Parents speak highly of the childminder, noting the good progress their children make. They comment on the strong bonds their children build with her. Parents describe the childminder as 'caring' and appreciate the support she provides and the ideas she shares for supporting children's learning at home. The childminder communicates with parents about their children's learning and development effectively.
- Partnerships with professionals and other settings the children attend are strong. For example, the childminder shares information with other professionals, including special educational needs and/or disabilities coordinators, to help her to provide continuity of learning. This helps the childminder to close any gaps in children's learning.
- The childminder completes mandatory training, such as paediatric first aid. She is reflective and regularly asks parents to provide feedback on her provision. However, she does not always plan specific training opportunities to help further develop her knowledge and teaching skills.

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:

- develop the use of effective questioning techniques to further enhance children's thinking and communication skills
- seek further professional development opportunities to help to raise the quality of teaching and learning for all children to a higher level.

Setting details

Unique reference number	256199
Local authority	Norfolk
Inspection number	10367559
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 1995. She operates from 7.30am to 6pm Monday to Thursday, and from 7.30am to 4.30pm on Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She occasionally works with an assistant during school holidays. The childminder provides government funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children and assessed the impact that this has on the children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector reviewed the written feedback from parents and took account of their views.

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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