

Childminder report

Inspection date: 16 August 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

The childminder provides a safe and welcoming environment for children. She is caring and responsive to their needs. For example, she offers children a cuddle when they are tired or need some reassurance. The childminder has established secure relationships with children. They happily move around freely and explore the resources on offer. She knows the children well and plans activities that build on their interests. The childminder sits on the floor with them to play simple games, such as snakes and ladders. She supports the younger children to count the number of dots on the dice. This helps to develop their numeracy skills. Furthermore, they happily take turns and play cooperatively together. The childminder encourages children to follow instructions. For example, they help to tidy the toys away. The childminder rewards children's positive behaviour through verbal praise, which builds their self-esteem and confidence.

The childminder plays alongside children as they engage in imaginary play. For example, children pretend to make cups of tea for each other and make ice cream. They show good language skills when they talk about the variety of flavours. The childminder introduces new words such as 'coconut'. Consequently, children are building a wide range of vocabulary.

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

- The childminder works well with parents and keeps them informed about children's progress. For instance, she talks with parents each day and provides them with updates by sending secure electronic messages. The childminder works in partnership with parents to support children's key milestones, such as toilet training.
- Children benefit from good opportunities to learn about the natural world. For example, they eagerly observe the harvesting of potatoes from the adjacent field. This helps children to learn about where food comes from. Furthermore, they visit the local woods where they search for bugs, view the change in seasons and enjoy the wildlife.
- The childminder supports children's communication and language development well. She reads familiar stories and sings rhymes throughout the day. For example, children eagerly join in with the actions as they pretend to hop like bunnies to their favourite song. Children sit close to the childminder and look at a variety of books together. They listen intently and help to turn the pages.
- Children make good progress in their physical development. They practise a range of physical coordination skills with the childminder, such as throwing and catching balls.
- The childminder plans activities that capture children's interest and curiosity. For example, children explore different textures, temperatures and sensations when

they play with ice. She describes what children are experiencing such as 'cold' and 'freezing'. They use hammers to break the ice to retrieve objects trapped inside. They learn how warm water melts the ice.

- Good hygiene routines are embedded. Children are becoming independent in self-care. For example, they know to wash their hands before they eat. This helps to promote their health and hygiene. Furthermore, the childminder supervises children closely during mealtimes to help keep them safe.
- The childminder supports children to develop an understanding of appropriate behaviour. She is a strong role model who demonstrates good manners and respect. As a result, children are polite and well behaved.
- The childminder plans a curriculum that is generally broad and varied. Children make progress over time, especially in their speaking. The childminder knows what she wants children to learn by the time they go to school. However, at times, the childminder's planning is not sufficiently focused on the current learning needs of the children. This means that sometimes she plans activities that are not precisely tailored to what children need to learn next.
- The childminder reflects on and evaluates some areas of her practice to promote continuous improvement. However, she does not precisely identify and use professional development opportunities as well as she could to further extend her teaching skills and knowledge.

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:

- plan more precisely for each child's next steps in learning during activities, so they make even better progress over time
- enhance professional development to focus more sharply on improving knowledge and skills further.

Setting details

Unique reference number	256257
Local authority	Norfolk
Inspection number	10355005
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 13
Total number of places	6
Number of children on roll	27
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 1993 and lives in a village near to King's Lynn, Norfolk. She very occasionally works with an assistant. The childminder operates all year round, from 7.15am to 7.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marie Walker

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 childminder and has taken that into account in her evaluation of her setting.
- The inspector viewed the premises and discussed the intent of the childminder's curriculum during a learning walk.
- The inspector observed the interactions between the childminder and the children, who the inspector also spoke to throughout the inspection.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Discussions with the childminder were held by the inspector to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.

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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