

Childminder report

Inspection date: 17 April 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 demonstrate that they are very happy and settled with this dedicated and loving childminder. She provides them with a consistent and gentle example of how to be kind and thoughtful towards each other. Children form lovely friendships and learn very good social skills. They delight in telling visitors what they think and in showing them scrap books of their art work. Children develop a sense of pride in their achievements.

The childminder teaches children how to cooperate and take turns with favourite toys. Children happily discuss what they are making with the building bricks and which toys they want to play with next. They cooperate to tidy away toys when they have finished. Children confidently seek support from the childminder when they need it to settle any small disagreements.

Children learn excellent speaking and listening skills. The childminder encourages them to express their opinions and talk about things that interest them. She shows a keen interest in their happy chatter. She supports children to recall and remember previous experiences, and to use this knowledge to help to build on what they know and can do. All children make sustained progress in their learning and development.

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

- Parents report that they have very strong relationships with the childminder. They say that she gives their children skills that they will take with them through life. The childminder works together with parents to support children's key milestones, such as toilet training. The childminder values parents' contributions and provides them with useful information about what children are learning and how to build on this at home.
- Children have lots of opportunities to develop their physical skills. They develop their hand muscles as they draw, practise writing their names, and engage in a range of art and craft activities. Children gain confidence in their big muscles as they play outdoors in the garden, and a respect for the wider world as they carefully hunt for bugs.
- Children develop good self-care skills. For instance, they help to prepare the fruit for their mid-morning snack, and know that they need to wash their hands after going to the toilet and before eating. The childminder provides healthy, nutritious food, which children share at sociable mealtimes. Children learn the importance of good oral hygiene as they use real toothbrushes to clean their dolls' teeth. They discuss why and when this is necessary with confidence. Children learn the skills they will need to be healthy citizens.
- The childminder supports children's literacy well. Children develop a love of

books as they share these together. They handle books carefully and tell each other what they know about the stories. Children listen intently to adults reading books, and notice details and remember the stories. They learn that books are a source of fun and adventure.

- Children learn good mathematical skills. For instance, they enjoy using the knowledge they have about numbers to read the time on the childminder's digital clock. Children learn to estimate shapes and sizes as they build complex structures using the building blocks. They develop a confidence in mathematical concepts that prepares them for school and later learning.
- The childminder understands the benefits to children of working together with other professionals who are involved in children's lives. She reaches out to other settings that children attend so that they can share children's progress. The childminder undertakes useful training to help her to understand how she would provide the right support to any child with special educational needs and/or disabilities. This helps to ensure that there is an informed and joined-up approach to children's learning and development.
- The childminder assesses what children know and can do. She uses this information to plan for all children to make sustained progress in their learning. However, sometimes, planning for children's individual next steps is not precisely focused to help them to achieve the highest levels of learning and development.

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:

- focus planning for children's individual next steps even more precisely on the skills that they need to develop in order to raise children's learning to the highest level.

Setting details

Unique reference number	256384
Local authority	Norfolk
Inspection number	10335861
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 June 2018

Information about this early years setting

The childminder registered in 1992 and lives in Norwich, Norfolk. She operates her childminding service all year round from 8am to 6pm, Monday to Thursday, 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

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 childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of written comments from parents.

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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