

Childminder report

Inspection date: 30 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 calm and relaxed environment, and children, including those who are very new to the setting, show that they are happy and settled in her care. They are content as they lead their own play, accessing and exploring the available toys and resources. The childminder's positive approach encourages children to become fully involved in activities and develop good concentration. Children benefit from meaningful interactions with the childminder, who gets down to the children's level and follows their interests. The childminder offers further resources to extend children's play.

Children are encouraged to be inquisitive about the world around them. The childminder points out a butterfly and frog and children make links to a toad they found in their own garden. The childminder prompts children to look under logs to find other living creatures. She talks to children about the different features of plants as they explore flower petals and herbs. The childminder uses mathematical language naturally as children scoop and fill containers with compost.

The childminder is a good role model. She has high expectations for children's behaviour. She reinforces expectations and desired behaviours to help children to learn how to keep themselves safe, such as using two hands when climbing up the climbing frame.

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

- The childminder has a clear vision and curriculum and knows what it is she would like children to achieve during their time at her setting. She provides children with a range of experiences, predominately outdoors, to support their ongoing development. Children benefit from plenty of fresh air and exercise. They have many opportunities to develop their physical skills. For example, the childminder regularly takes children on walks in the local environment and encourages them to explore outdoors. Effective risk assessments are in place to help ensure children's safety in the home and on outings.
- The childminder ensures that she has all necessary information about children before they start at her setting. She meets with parents, prior to children starting, to find out about children's individual care needs. The childminder adapts the environment and activities accordingly. She continues to reflect on what she provides for children to ensure that they make progress in preparation for their next stage in learning.
- Children understand and follow the childminder's rules and boundaries. The childminder encourages children to share and take turns with popular toys and resources. Children confidently seek support from the childminder when they need it to settle any small disagreements. The childminder provides children with

plenty of encouragement and praise.

- The childminder refreshes her knowledge and skills and ensures that she completes statutory training, such as paediatric first aid. She takes responsibility for keeping up to date with any changes to local procedures and uses opportunities to liaise with other practitioners in the area to share good practice ideas.
- Children's communication and language skills are supported well. The childminder talks to the children as they play and adds new words, which helps to extend their vocabulary. She recognises the importance of books and ensures that children have free access to a range of stories.
- The childminder encourages children to become independent. She provides appropriate support when needed. Children learn to carry out self-care tasks for themselves. For instance, they take themselves to the toilet.
- Parents express their thoughts about the service the childminder provides. Written comments show nothing but praise for the childminder. Many children have been in the childminder's care for a number of years. Parents comment that they would highly recommend the childminder's services, stating their children feel 'safe and relaxed' in her 'warm and inviting, countryside setting'.
- The childminder's interactions with children are positive, with a good balance of questions and statements that support conversations to flow. However, sometimes the childminder does not use the most effective questioning techniques to encourage children to think for themselves. This means that there are occasions when children are not able to build on their thinking and problem-solving 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:

- continue to strengthen teaching skills to better support children's thinking and problem-solving skills.

Setting details

Unique reference number	256408
Local authority	Norfolk
Inspection number	10351850
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 1993 and lives in Ashmanhaugh, Norfolk. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure 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.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- Parents provided written feedback to share their views of the setting with the inspector.

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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