

Childminder report

Inspection date: 8 May 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

The childminder creates a warm and welcoming home-from-home environment. She knows children well and forms strong bonds with them. Children feel safe and settle quickly. They enjoy the wide choice of toys available. The childminder interacts well with children as they play. She helps to expand their vocabulary and boost their communication and language skills. Children chat freely with the childminder as they explore. She helps them to recall previous experiences and plans activities to build their knowledge and skills further.

The childminder is a good role model. She is caring and respectful in her interactions with children. The childminder explains why rules and boundaries are in place. This helps children to understand her behavioural expectations. Consequently, children behave extremely well.

The childminder encourages children to be independent. They learn to take responsibility for their belongings. For instance, they hang up their coats, take off their shoes and store them appropriately. The childminder plans her environment well. This helps children to make independent choices in their play. They are happy and demonstrate a positive attitude to learning. Children demonstrate persistence as they master new skills. The childminder provides consistent encouragement. Children beam with pride in response to the childminder's praise, calling out 'I did it' as they successfully cut out shapes with their scissors. This helps children to develop a 'can-do' attitude.

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

- Children benefit from lots of outings, where they learn about the wider community they live in. For example, the childminder takes them to explore parks, beaches and woodland. Children learn to care for wildlife and observe the changes to trees and plants throughout the seasons. They collect natural resources to bring back to the childminder's home to use in their craft activities. These experiences help children to develop an understanding of the natural world around them.
- Children's communication is supported well. The childminder narrates children's play. She engages in back-and-forth conversations. The childminder introduces new vocabulary, such as 'fold' and 'crinkly', as children explore craft activities. Children enjoy listening to stories. They snuggle up close with the childminder and listen intently as she reads. They answer her questions about the characters in the story and point out items of interest from the illustrations.
- The childminder focuses on supporting children who speak English as an additional language. She gains key words from the children's parents, which she uses daily with the children. This helps children to feel included and develop a

sense of belonging.

- The childminder promotes a healthy lifestyle and encourages children to follow good hygiene routines. For example, children wash their hands before mealtimes and after messy play. The childminder encourages healthy eating. She takes children fruit picking at local farms. They harvest apples and pears from her garden, and plant salad items, such as tomatoes, that they grow for their snack. The childminder ensures that children have plenty of opportunity to develop their physical skills each day.
- Children practise their mathematical skills with support from the childminder. For instance, children learn about different weights and measures as they engage in baking activities. They measure the sunflowers they grow in her garden to see which is the tallest. Children confidently identify familiar shapes as they cut out triangles and squares from paper. This builds on their mathematical development.
- Overall, the childminder has formed effective partnerships with parents. Parents speak positively about the childminder. They say their children are learning well and are very happy in her care. However, the childminder does not consistently share information, such as children's progress, regularly with parents to help them support learning at home to ensure continuity of care and learning.
- The experienced childminder thoroughly enjoys her role. She has kept up to date with mandatory training, such as first aid and safeguarding. In addition, the childminder accesses a range of professional development opportunities to enhance her skills and understanding further.

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:

- take steps to make all parents are aware of children's next steps in their learning and development so that they can support these at home.

Setting details

Unique reference number	256711
Local authority	Norfolk
Inspection number	10388395
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	7
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in Norwich. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector observed the quality of education being provided and assessed the impact this has on the children's learning.
- The childminder and the inspector completed a joint observation and evaluation of an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- A sample of documentation was reviewed as part of the inspection process.

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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