

Childminder report

Inspection date: 10 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 thrive in the care of the warm and nurturing childminder. They settle quickly and build strong bonds with her. The childminder works closely with parents and collects information about children's care routines and learning and development when children first attend. This allows her to provide continuity in their care and build on what they know. Children make good progress in their learning. The childminder plans a wide and varied curriculum based on children's interests and learning needs. She plans days out to places of interest, such as outings to the beach to explore the rock pools and visits to a local farm shop to observe the animals and to look at the produce the farmers make. This helps children to gain a greater understanding of the world around them.

Children build strong and lasting relationships with their peers. The childminder interacts well with children during their play to promote their cooperative play. Children behave well and learn to take turns and share resources. The childminder plans activities to specifically support children's turn taking. She provides children with consistent praise for sharing and for the acts of kindness they display to others. Children beam with pride as the childminder praises them for their teamwork, and they reply with, 'Teamwork makes the dream work.' This helps to promote children's self-esteem.

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 recognises the importance of children experiencing a range of social interactions. The childminder provides opportunities for children to regularly meet with other children. For instance, they regularly attend a singing group with other childminders and visit a local forest-school group, where they learn to play alongside children in a larger group.
- Children have regular access to a wide range of books. The childminder promotes children's understanding of how to use books to retrieve information particularly well. She places books alongside activities as children play and demonstrates how to use them. For instance, she explains the purpose of an index and demonstrates using it to help her to find the correct page when looking for specific information. She encourages children to compare their toy dinosaurs to those in the illustrations to identify their names. Children learn new language, such as 'herbivore' and 'carnivore', and the childminder gives clear examples of what each word means. This helps to support children's early literacy development.
- The childminder supports children's communication and language skills particularly well. She provides a commentary as they play and repeats children's sentences back to them to ensure that they hear the correct pronunciation. The

childminder engages in meaningful conversations with children and introduces them to a wide vocabulary.

- The childminder interacts well with children and helps them to develop their mathematical concepts. She encourages children to count and recognise numerals. She skilfully introduces shape and measure as children play and demonstrates how to position toys to determine which is the longest or tallest. This supports children's skills in early mathematics.
- Partnerships with parents are exceptionally strong. The childminder shares daily updates with parents about the activities she provides. Parents comment on the valuable support they receive from the childminder, including advice for supporting children's learning at home. This helps to provide children with consistency in their learning. Parents say their children 'flourish' in her care and love attending her provision.
- The childminder regularly completes mandatory training, such as first aid and safeguarding, and reflects on her practice and asks for feedback from other colleagues. She uses these as opportunities to get new ideas and keep her updated with changes to legislation. The childminder demonstrates a commitment to professional development through her own research, and she knows how to access relevant training. However, she has not yet accessed a wider range of professional development opportunities to enhance her skills and knowledge to extend children's learning experiences even 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:

- access a wider range of professional development opportunities to develop teaching skills to the highest level.

Setting details

Unique reference number	257990
Local authority	Norfolk
Inspection number	10367488
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	3 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 February 2019

Information about this early years setting

The childminder registered in 2001. She operates from 7.15am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. 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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- The inspector and the childminder carried out a joint observation.
- The inspector reviewed 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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