

Childminder report

Inspection date: 27 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have a really lovely time here with this dedicated, multilingual childminder, who is passionate about her role. She gets to know the children very well through effective settling-in procedures. She gathers detailed information from parents and uses this to provide a warm and welcoming environment that meets their needs. The childminder supports children to build their confidence to have a go and persevere. Children gleefully throw themselves into her arms in celebration when they achieve their goal. She shares genuine excitement in their success. They learn to be persistent and feel proud of their achievements.

The childminder supports children's emotional development very well. She gently teaches very young children to play harmoniously together. They learn how to take turns and build relationships with their friends as she encourages them to notice each other and share toys. The childminder has an excellent understanding of how to identify and support children with special educational needs and/or disabilities. She is committed to working with parents and other services to ensure that all children thrive and make good progress. They learn to be confident and sociable citizens, who are well prepared for the next stages in their education and life in modern Britain.

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

- The childminder strives to improve her knowledge and skills in order to provide the best environment and care for the children. She actively seeks opportunities to develop her practice further, such as the recently completed early years professional development programme. She regularly gathers feedback from parents and assesses the engagement and progress of the children in her care. She successfully uses the knowledge she has gained and the links made with other providers to reflect on and develop her setting.
- Parents report very high levels of satisfaction. They report that she gives their children 'a passion for learning' and that their children clearly demonstrate they are very happy and settled in her care. Parents value the regular assessments that the childminder provides and the clear communication about both the care and learning their children experience. She provides them with guidance and support so that they can build on their children's learning at home and ensure a joined-up approach to children's learning and development.
- The childminder provides an environment that is very rich in words, stories and songs. She talks to children to provide them with a running commentary about what they are doing and introduces them to both Spanish and English vocabulary. Very young children babble happily as they engage in 'conversations' and use their non-verbal cues to communicate their excitement and needs. The

childminder rewards their communication with close attention and offers them the words to support their gestures. Very young children learn that their thoughts and feelings are important, and they learn to become effective communicators.

- Children have plenty of opportunities to develop their large muscles as they play outdoors in the garden and go on regular walks. The childminder provides a well-organised indoor environment that takes account of each child's developing needs. For example, children who are learning to walk and crawl have the space to practise these new skills safely. Consequently, children make good progress with their emerging physical skills.
- The childminder strives to ensure that children's care needs are met with kindness and compassion. For example, when children struggle with nappy changes when they are new to the setting, she involves them in collecting the nappy and introduces fun songs that engage and calm them. Children develop an awareness of, and become involved in, their own self-care from a young age.
- The childminder provides regular opportunities for young children to experience malleable and messy play. However, opportunities for young children to explore mark making independently are not as freely available as other activities. This means that children cannot explore these areas of interest and development as independently as others.

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:

- provide more opportunities for young children to explore their early mark-making interests and skills.

Setting details

Unique reference number	2631313
Local authority	Norfolk
Inspection number	10295638
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Norwich, Norfolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded education for three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children engaged with the inspector during the inspection.
- Parents shared 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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