

Childminder report

Inspection date: 15 January 2025

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

The childminder has a lovely calm manner with the children and gently supports them to resolve any minor disagreements they have. Children respond positively to her warm interactions and develop strong bonds with the childminder and other children who attend. This results in a calm and welcoming learning environment where children thrive.

The childminder knows the children in her care well. She recognises the areas of development that they are already strong in and where they need further support. Children quickly learn to follow the routine and happily participate in the learning opportunities on offer. They become independent in managing their own needs, such as when they put on their own coats and boots as they move between indoors and outdoors.

The childminder places a high focus on supporting children to develop their communication. She does this in a variety of ways. For example, she encourages children to sign their names during the welcome song at the start of the day. She speaks to children frequently about what they are doing and asks them questions to check their understanding. She introduces new and relevant vocabulary to children as they explore adult-led activities, helping them to broaden their understanding and vocabulary further.

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

- The childminder plans a range of learning opportunities to build on children's past learning with her. For instance, she provides children with opportunities to explore natural resources that they previously collected on a walk. She introduces new objects alongside these to help extend children's understanding about different trees and how they change throughout the seasons.
- The childminder provides a strong curriculum and recognises how young children learn. She has carefully considered the learning environment and has arranged resources so that the children can independently access what they want. This helps children to become even more deeply engaged in the learning opportunities they choose. Children benefit from strong learning opportunities indoors and outdoors. For example, they choose to explore the sand tray outside, remaining at this for long periods of time as they lead their own play.
- Children are encouraged to follow their own interests, and the childminder skilfully interacts with children as required to build on their knowledge. For instance, the childminder speaks about teamwork as children pretend to be magicians and encounter a challenge. She models to the children how to work together to solve the problem. Children then readily help their friends cover objects with a cloth, telling the childminder that they are using teamwork to

complete the task. This demonstrates that children take on board what the childminder says and are able to recall this successfully.

- Parents are extremely happy with the care the childminder provides. She forms strong bonds with the families and keeps them informed about the progress their children make. She supports them to access funding and complete documentation. Parents comment that they recognise the positive impact the childminder has on their children's learning and development.
- The childminder has established good working relationships with other professionals. She shares initial information with staff at other settings children attend. However, the childminder has not yet established methods to find out what children are working on or learning at the other settings they attend. This does not provide children with consistent opportunities to make connections between their learning experiences at different settings and deepen their understanding even further.
- The highly qualified childminder is keen to continue developing her professional knowledge. She uses the information she gains from courses she completes to enhance the provision she offers. For instance, she uses information she gains from courses to support children to learn to regulate their own feelings and behaviour. She embeds this into her everyday practice so that children can benefit from regular opportunities to practise their breathing to help them calm themselves when needed.

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:

- use established relationships with staff at other settings children attend to provide children with consistent opportunities to connect and extend their learning further.

Setting details

Unique reference number	2705502
Local authority	Norfolk
Inspection number	10372571
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Lingwood, near Blofield in Norfolk. She operates during term time, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded education places for eligible children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector read written feedback from parents and took their views into consideration.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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