

Childminder report

Inspection date: 30 April 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 children are settled in the childminder's care. They respond positively to her friendly, yet calm and reassuring, approach. The childminder works alone. However, she, and her minded children, regularly spend time with two other registered childminders and their minded children. The childminder has daily routines in place, which the children know and follow.

The childminder supports children to be as independent as they can be. When it is time to tidy things away, children listen and can follow simple instructions. They put toys back on the shelf or into one of the low-level boxes. Children know to stand on a step to wash their hands with soap and water and know how to dry them. They find their seat at the low-level table, in readiness for a healthy snack. Older children concentrate as they peel their tangerines, after initial support from the childminder.

Children understand how to behave because the childminder has clear expectations for behaviour. Children know that they need to be kind to each other. They learn how to take turns and share. When asked to do so, they are happy to share their fruit with the youngest children. The childminder models good manners throughout the day. Children know to say please and thank you. Even children's small achievements are recognised and praised by the childminder.

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

- The childminder completes mandatory training, which includes child protection and paediatric first-aid training. In addition, she attends meetings and training, online and in the local community, to ensure her knowledge of early years issues remains current. The childminder reflects on her practice and seeks parents' views to enhance her practice further, improving outcomes for the children.
- The childminder provides a broad range of accessible resources, so that children choose what they want to play with. They chat and giggle as they play imaginatively, caring for their dolls and making each other cups of tea. Children gain wider experiences within the community. They take nature walks and regularly visit the park. Children have opportunities to build wider relationships and enhance their social skills, when they attend a local toddler group and other child-friendly spaces.
- The childminder gathers a range of information about the children when they first start. She knows the children very well and understands where they are in their learning and development. She observes the children and tracks their progress. This ensures any gaps in learning are swiftly addressed and acted upon. This is in partnership with parents and with other agencies, as needed.
- Children learn to recognise number and to count and calculate. This is because

the childminder weaves mathematical concepts into everyday routines and planned activities. For example, she uses picture images and associated props to help children to practise counting in sequence and to understand the concept of 'adding one more'. Mathematics knowledge is further embedded when children follow the childminder's lead, using their fingers to count, as they join in with simple rhymes and songs.

- The childminder talks easily with the children and provides commentary as they play. She talks about recent activities, encouraging the children to remember when they visited a local pond. The childminder captures children's interest as she reads a familiar story, about a 'spotty' frog, with animation. She stops to check children's understanding and pauses for them to respond. The childminder extends learning and introduces new words, such as 'frogspawn'. She talks about tadpoles growing legs and later turning into a frog. However, the childminder does not place a sharp enough focus on building speaking and pronunciation skills for those children who are slower or less confident to speak.
- The childminder talks to parents at collection and drop off. She provides clear information about the activities that the children experience. She provides ideas on how learning can be extended at home. The childminder offers practical parenting advice and support. She works closely with the parents to offer a consistent approach when children are toilet training. All parents speak very favourably about the childminder, the experiences that their children receive and the progress they are making.

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 regular opportunities for children, particularly those who are slower to speak, to build and practise their speaking and pronunciation skills.

Setting details

Unique reference number	EY218208
Local authority	Norfolk
Inspection number	10335150
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 2002. She operates all year round from 7.30am to 5.30pm, Tuesday, Wednesday and Thursday, mainly term time only. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection that the childminder received since the COVID-19 pandemic began. The inspector considered any impact of the pandemic and has taken that into account in their evaluation.
- The childminder and the inspector discussed how the early years curriculum is delivered and spoke at appropriate times during the inspection.
- The inspector observed the quality of teaching and considered the impact this has on the children's learning.
- The inspector carried out an observation of a planned activity and discussed this with the childminder.
- The inspector sampled relevant documentation, including evidence of a paediatric first-aid qualification.
- The inspector took account of the views of minded children's parents through written testimonials.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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