

Childminder report

Inspection date: 5 June 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 are happy and confident in this welcoming home. They demonstrate their close bonds with the childminder. Children snuggle together with her as she reads stories to them. The childminder uses different tones of voice to keep the children engaged and encourages them to complete sentences from familiar stories. This helps foster a love for reading and literacy.

Children readily explore their surroundings both inside and outdoors. They confidently choose from the resources available to them. For instance, they love to engage in imaginative play with an ice-cream parlour, spending time looking through the menu and taking on different roles as they place orders. This helps to develop children's imagination and creativity.

The childminder focuses on children's emotional development. She actively supports children to identify emotions and consider the feelings of others. The childminder works alongside her co-childminders, who are her daughters. They are good role models for children's behaviour. They encourage children to take turns and share by role modelling this themselves. Children know what is expected of them. They listen to instructions and follow routines. Consequently, children play harmoniously together and behave well.

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

- The childminder gathers information from parents when children start at her setting. This ensures that she knows the children well. She uses this information to create a sequenced curriculum that supports what children already know and builds on what they need to learn next.
- The childminder supports children's communication and language skills effectively. She speaks clearly to the children and comments on their actions. The childminder encourages children to use descriptive words, such as 'prickly' when describing the feel of a cactus. As a result, children demonstrate good language skills, taking turns in conversations and listening attentively.
- Children thoroughly enjoy songs and rhymes throughout the day. During action song times, the childminder helps children to understand the concept of size using variations in voice volume. For example, when they join in a song about bubbles, children eagerly repeat the word 'bubbles' progressively louder to indicate growth, until they call out 'pop', clapping their hands. Children delight in the opportunity to choose their favourite music and songs and dance vigorously.
- Children are learning the importance of good hygiene practices. The childminder encourages children to wash their hands at appropriate times. Children are growing in independence as the childminder encourages children to serve their own fruit at snack time and wash their faces once they have eaten. The

childminder understands the importance of ensuring that children with allergies and intolerances eat the correct food. She works closely with parents to ensure that children's health needs are met.

- The childminder engages children in meaningful conversation. For instance, she asks them questions to help them remember and talk about experiences they have had, such as growing potatoes in the garden or recalling the animals they saw when they visited the farm. However, at times, the childminder does not ask questions to encourage children to think critically and solve problems for themselves.
- Children enjoy being active outdoors. They ride balance bikes around the garden and learn to climb, balance and jump on the assault course made out of tyres and planks of wood. This helps build strength in their larger muscles and supports their physical well-being.
- The childminder helps children to learn how to keep themselves safe. For example, during a planned cooking activity, the childminder demonstrates how to use a knife safely and provides clear instructions to the children. This helps to give children knowledge for their future learning.
- The childminder has formed strong partnerships with parents. Parents value the detailed handover they receive each day and are kept updated on their children's development through an online platform. They say that they feel listened to and that their children enjoy going to the childminder's home. They report that their children have developed friendships with the other children and are making good progress.

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:

- extend the use and style of questions to help children develop their problem-solving and critical thinking skills further.

Setting details

Unique reference number	EY231569
Local authority	Norfolk
Inspection number	10344301
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	24 August 2018

Information about this early years setting

The childminder registered in 2002 and lives in Long Stratton, Norfolk. She works with two co-childminders. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure 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 spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.

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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