

Childminder report

Inspection date: 17 July 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 thoroughly enjoy their time with the childminder. Parents report that their children look forward to their sessions. Children demonstrate that they are very happy and secure as they invite the childminder into their play and snuggle up for stories. The childminder takes time to get to know them as individuals and provides a broad range of activities that motivate and engage them. She knows how and where the children learn best, and plans activities that accommodate children's preferences. For instance, she provides plenty of opportunities for children who learn best outdoors to practise their emerging mark-making skills in her well-equipped garden.

Children become deeply involved in their independent play and concentrate for significant periods of time. They play very cooperatively together, supported by the childminder's playful modelling and encouragement. The childminder skilfully assesses when children need support to manage their behaviour and provides effective guidance. Children learn to be kind and helpful as they happily tidy away toys when they have finished with them. When children are slower to develop, the childminder works closely with families and other professionals to implement strategies that ensure all children make good progress in their learning and development.

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

- The childminder gets to know the children and their families through flexible settling-in activities. She gathers valuable information about their stage of development and the things that they enjoy. The childminder regularly assesses children's progress and uses this information to plan activities that build on what children know and can do. She shares assessments with parents and works with them to further develop children's skills. This includes providing a shared approach to self-care skills, such as toilet training.
- Parents speak very highly of the support that they and their children receive from the childminder. They value the information she provides and note that this creates a joined-up approach to their children's learning and development. They trust that she will keep them well informed and comment that they believe that she prepares their children well, both socially and academically for the next stage in their learning.
- The childminder teaches children important life skills, such as how to independently wash their hands and to recognise when they are thirsty. She models kind behaviours, which they copy as they check if their friends are thirsty or need help. Children learn to recognise when they need to rest. They gather their blankets and lay themselves down to sleep at nap time, following the well-established routines. They learn to be very confident in their self-care skills.

- Children develop a love of books, rhymes and stories. The childminder reads regularly with children. She teaches them to observe what is happening on the page, predict what is coming next and to consider what the characters may be thinking or feeling. Children demonstrate great enthusiasm for books and happily share their thoughts and link the stories to their own experiences. They learn new words both through the stories and as the childminder purposefully introduces new vocabulary as they play and chat together. Children chatter happily throughout their day and are confident communicators.
- The childminder provides a range of interesting opportunities for children to practise their physical skills. For instance, they concentrate hard and skilfully pour sand into buckets using long-handled spades. They set up complicated train tracks, navigating different levels and persevere when this is tricky. The childminder provides words of encouragement and teaches them to believe in themselves and keep trying. Children are pleased when they achieve their aim and develop high levels of self-esteem.
- Although the childminder knows the children well and plans for the next steps, she sometimes does not make use of children's current fascinations to extend their learning. For instance, when children are focused on exploring what happens when different objects are thrown, she does not build this into her planning. This means children do not consistently explore and develop their interests fully.

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 even more opportunities for children to explore their interests and develop their learning fully.

Setting details

Unique reference number	EY253525
Local authority	Norfolk
Inspection number	10344320
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hempnall, Norfolk. She operates all year round from 7.30am to 5.30pm, Wednesday and Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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