

Childminder report

Inspection date: 4 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled at the setting. The childminder plans interesting learning opportunities and children are excited and eager to join in. They listen well to the instructions that are given to them and demonstrate a high level of engagement during most activities.

The childminder teaches children important social skills. They learn how to take turns and interact with peers in a kind and respectful manner. For instance, children wait their turn to roll the dice during a group game. Furthermore, she helps children to develop their confidence to enable them to share ideas in a larger group and to ask for help when they need it. For example, children are confident to ask for help when putting on their shoes, and the childminder is always close by to support them. This supports children when they move on to their next stage of learning.

The childminder is responsive to children's needs. She listens carefully to their requests, such as playing outdoors, and meets these needs and preferences whenever possible. She provides children with comfort and support when needed and recognises children's emotions. She talks to children about how they are feeling and how she can help make them feel better.

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

- The childminder models language and words for children to hear and encourages them to talk and share their ideas. She uses singing, reading and two-way conversations to promote good communication. Therefore, children become confident communicators from a young age.
- The childminder gathers information from parents regarding children's learning and uses this to inform her planning. She tracks children's development closely and monitors their progress, identifying areas of focus. The childminder shares this information with parents regularly to encourage a two-way flow of communication. The childminder also provides parents with daily information regarding their children's care and learning. She shares photos of activities and outings to keep parents well informed.
- The childminder provides exciting learning opportunities for children. She uses excellent questioning skills to challenge older children and to encourage them to think of new ideas. However, the childminder does not always differentiate activities as well for the younger children in the group.
- The childminder provides children with many outings within the local community such as farms, the beach and local soft-play centres. Children also make friendships when they meet up with other childminders, giving children further opportunities to develop important social skills. Parents comment positively on

the vast range of experiences children receive at the setting.

- The childminder introduces a range of mathematical concepts to children's play. Children enjoy experimenting with weight and measure. They carefully pour sand onto toy boats and watch them sink. The childminder teaches children about the concepts of 'heavy' and 'light' and skilfully links these to children's previous learning to further secure this knowledge.
- The childminder provides a range of physical activities for children that supports both their large and fine motor skills. For example, children enjoy playing football in the garden. They use the balls for catching, kicking and throwing. Children also use a range of tools, such as pipettes and threading beads, to develop their hand-eye coordination and fine motor strength. Children demonstrate good control carrying out these activities.
- The childminder is aware of the importance of school readiness. She understands how she can support children to make good progress to prepare them for the transition to their next stage of learning. Children learn to be independent. The childminder helps them to learn new skills and develops their listening skills and attention to a high standard. Parents comment on the excellent listening skills their children develop at the setting and the positive impact these have on their safety at home. The childminder also introduces numbers and phonics to children to help them develop a secure foundation of knowledge ready to start school.

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:

- differentiate activities even more to extend learning, especially for younger children.

Setting details

Unique reference number	EY265197
Local authority	Norfolk
Inspection number	10344348
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 2003 and lives in South Wootton, King's Lynn. She operates all year round, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vikki Reynolds

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 provider and has taken that into account in their evaluation of the provider.
- 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 observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with 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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