

Childminder report

Inspection date: 15 November 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 childminder welcomes children into the setting, where they are happy and confident. Children attend settling-in sessions, and the childminder uses this opportunity to begin building relationships with children and families. She talks to parents about children's daily routines and what they already know and can do. This supports their transition into the setting.

The childminder provides a vast range of outings in the local community. Children visit the soft-play centre to develop their physical skills and enjoy exploring the local woodlands, where they learn about the world around them.

Children behave well and learn how to interact with others. The childminder models language and interactions for children to copy. For instance, when children are building, the childminder suggests, 'You can put one on too,' inviting children to join in group play. Children learn to play together and demonstrate a good level of sharing and turn-taking skills. Older children are given responsibility. For example, they build bridges and models for the younger children to play with. This gives them a sense of belonging and helps them to feel respected in the setting. Children demonstrate their high levels of confidence throughout the morning. They confidently talk to visitors and engage in two-way conversations with the childminder. Children enjoy singing and lead the group singing session. The childminder provides praise to promote children's confidence and self-esteem even more.

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

- The childminder prioritises children's health and happiness. She encourages children to take part in daily physical activity, as well as providing healthy foods and teaching children about healthy options. Children also learn about the importance of oral hygiene, and the childminder shares information with parents about this topic. She incorporates activities in the setting that teach children how to clean their teeth effectively and extends this to teach children why this is important.
- Children are given opportunities to develop their imaginative play. The childminder role models and joins in with children's play well. Children enjoy playing with dolls, changing their nappies, feeding them and rocking them to sleep. They learn to be kind and develop empathy for others.
- Children demonstrate good mathematical skills throughout their play. They count and use positional language when building with bricks. The childminder extends this by encouraging children to count objects, such as the dolls they are playing with, and children demonstrate their abilities when practising these skills.
- The childminder knows the children very well. She tracks their learning closely

and identifies key next steps for children to work towards. Children engage in meaningful learning opportunities. That said, the childminder does not always consider the impact that the environment can have on children's engagement and concentration skills. At times, children become distracted, and this has an impact on the level of learning that takes place.

- The childminder has good relationships with parents. She shares regular information via messages and face-to-face conversations to ensure that parents are well informed about their children's day. Furthermore, the childminder shares information regarding children's learning, keeping parents up to date with what children are learning at the setting. However, she does not extend this to help parents understand how they can support children's learning at home.
- The childminder has a good understanding of readiness for school. She teaches children to be independent and develop good listening skills. Children confidently demonstrate how they take their shoes off when they arrive at the house. This supports children's transitions to school so that they are able and ready to learn.
- The childminder has developed a high standard of partnership working with the local schools and other early years settings that the children attend. She talks to key persons and teachers regularly and shares information to support children's learning. Furthermore, the childminder works with teachers and nursery staff to provide consistency in children's learning. For example, the childminder makes suggestions around toileting to support children with consistency across both settings. This has had a positive impact on their 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:

- organise the indoor environment to support children's engagement and concentration skills further
- extend communication with parents to help them to support children's learning at home.

Setting details

Unique reference number	EY276639
Local authority	Norfolk
Inspection number	10355402
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2004 and lives in King's Lynn, Norfolk. She operates from 7.45am to 5pm, Monday to Friday, all year round, term time only, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works alongside another childminder.

Information about this inspection

Inspector
Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation with the childminder.
- The childminder showed the inspector relevant documentation.

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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