

Childminder report

Inspection date: 17 January 2025

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 builds trusting and affectionate relationships with children. Babies and children show they feel safe and secure. The childminder makes sure they are offered a wide range of activities, which are planned to build on their interests and extend their development. For example, when children show an interest in festive lights, the childminder joins them on a walk to look at the displays in the local community. Children lovingly talk about this experience, recalling all the different colours of the lights they saw.

The childminder has a clear curriculum to set out what she wants children to learn. There is a strong focus on fostering children's emotional well-being. The childminder plans activities that are achievable for each child. This ensures children have opportunities to experience success and feel good about themselves. For example, babies smile widely as the childminder gives them a cuddle and praises them for trying hard to take steps to walk.

The childminder ensures that babies and children have many opportunities to socialise with others. For example, children enjoy visits to the local library to join in with story and rhyme activities along other children of a similar age. This has a positive impact on children's developing confidence and helps to promote their enjoyment of books.

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

- The childminder knows the children well. Information is gathered from parents about their children's starting points and experiences at home. The childminder adapts children's care routines and activities accordingly to ensure their individual needs are met. Consequently, children settle well and thrive in her care.
- The childminder identifies what she wants individual children to learn based on her ongoing assessments of their development. For example, when children are reluctant to engage in drawing activities, the childminder offers additional choices, such as large chalks, paintbrushes and modelling with clay. This ensures children do not fall behind in developing the muscle control they need for writing in the future.
- The childminder shows a genuine interest as children talk to her about the bridge they construct using plastic bricks. She skilfully asks questions to extend the conversations and models new vocabulary. For example, children are encouraged to repeat the names of different vehicles, such as an ambulance and taxi. The childminder checks children's understanding by asking them to explain the different situations someone might need to travel in each vehicle. These interactions build on children's interests and help them to become confident

communicators.

- Overall, the curriculum for mathematics is implemented well. The childminder uses number songs and rhymes to help children learn how to count. However, she does not yet build on this knowledge when children are ready to learn more about numbers. For example, there are fewer opportunities for children to develop their knowledge of what numbers mean and how many things each number represents. The childminder has recently completed some mathematics training to help her focus on this area for improvement.
- The childminder develops close partnership working with parents. Information is regularly exchanged with parents about their children's progress and specific development needs. This approach ensures that children receive consistent support at home and in the childminder's care, fostering their overall development and well-being.
- The childminder and her assistants have clear expectations for behaviour. They are positive role models and demonstrate kindness and respect in their interactions. Children respond well to their good example and are motivated to behave well. The childminder encourages children to get involved in everyday tasks, such as tidying up toys. This helps them to develop a secure sense of responsibility.
- The childminder arranges for assistants to attend training alongside her. Together, they introduce new ideas and continuously reflect on how to extend children's experiences. For example, the childminder seeks opportunities to learn more about how children's brains develop. She uses this knowledge to plan daily interactions that help to strengthen children's cognitive development.

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:

- strengthen the implementation of the mathematics curriculum to extend children's knowledge of wider mathematical concepts.

Setting details

Unique reference number	EY277874
Local authority	Norfolk
Inspection number	10367901
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Norwich, Norfolk. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides government funded early years education for all eligible children. She regularly works with an assistant.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are with the childminder and any assistants she works with.
- Parents shared their views of the setting through written communication.
- The childminder provided the inspector with a sample of key documentation on request.

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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