

Childminder report

Inspection date: 6 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 provides a relaxed environment, and all children, including those who are new to the setting, show that they are settled and feel at ease in her home. Older children confidently introduce themselves and the other children to the inspector. They show a strong sense of belonging, move confidently between the rooms and are keen to point out what they enjoy. Younger children are content as they lead their own play, competently accessing and exploring the easily accessible toys and resources.

The childminder is a good role model. Children are polite and use good manners. They understand and follow the childminder's rules and boundaries. The childminder reinforces expectations, and children respond exceptionally well to her extremely calm and sensitive approach. They learn how to talk about their feelings and emotions and to share and take turns with popular toys and resources. The childminder provides children with plenty of encouragement and praise. Children are helpful, readily tidying up toys to make space for something new. They learn to carry out self-care tasks for themselves. For instance, they take themselves to the toilet and independently wash their hands. The childminder supervises children well to ensure they always remain safe.

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 very well. She offers flexible settling-in sessions and gathers valuable information about children's stage of development and the things that they enjoy. The childminder recalls children's important people and events, as well as the skills they have been working to master. She provides children with opportunities for free play, making use of their current interests and fascinations to extend their learning. For example, she offers materials and equipment to enable children to freely create pictures led by their imagination. The childminder also plans activities that are linked to events throughout the year, such as Children's Mental Health Week.
- The childminder is extremely caring and responsive to the individual needs of the children and their families. She develops strong relationships with parents and keeps them well informed about what their children have been doing. The childminder encourages parents to continue to share what they know about their child.
- Parents hold the childminder in very high regard and comment how 'incredibly kind and patient' she is and that their children are extremely happy in her care. Some parents say that they travel a distance so that their children can continue to attend.
- The childminder provides a language-rich environment, which includes introducing children to a range of books. Young children take themselves into

the 'cosy corner' and spend time looking at books independently and with the childminder. Older children are very articulate and conversations flow. The childminder answers children's questions and introduces new words to extend their growing vocabulary. As a result, children develop key skills for the next steps in their learning.

- Children benefit from plenty of fresh air and exercise. They have many opportunities to develop their physical skills. For example, the childminder regularly takes children on walks in the local environment. Effective risk assessments are in place to help ensure children's safety in the home and on outings.
- The childminder reflects on practice and identifies further areas to enhance the provision and improve outcomes for children. She ensures that she keeps up to date with good practice ideas and completes statutory training, such as paediatric first aid. She has identified and booked on further training to deepen her knowledge and skills.
- Children have opportunities to extend their social skills. The childminder takes them on outings to places in the environment where they meet up with other childminders so that children have opportunities to play alongside others.
- The childminder understands the importance of building an effective two-way flow of information with other settings the children also attend. However, she has not yet established effective working relationships with all these settings. This means that relevant information to support continuity of children's learning is not robust.

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:

- persevere with efforts to establish effective partnerships with others who provide care and learning for the children to ensure all opportunities to support children's learning and development are fully used.

Setting details

Unique reference number	EY300885
Local authority	Norfolk
Inspection number	10368284
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	6
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2005 and lives in Norwich. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and occasionally works with an assistant.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children told the inspector about their friends and what they enjoy doing while with the childminder.
- The childminder provided the inspector with written feedback from parents, which the inspector took into account.
- The inspector looked at 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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