

# Childminder report

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Inspection date:

27 July 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive and make rapid progress in the care of this kind, nurturing childminder. They settle quickly and show real delight in exploring the welcoming home-from-home environment. Children demonstrate extremely strong bonds with the childminder, embracing her with frequent hugs. Babies lift up their arms to gesture for cuddles. They snuggle on the childminder's lap and wrap their arms around her. The childminder helps children feel safe and secure. She offers them boundless praise to support their growing self-esteem. For example, children work out how to use technology toys. She tells them, 'You are so clever'. The childminder promotes children's emotional development through conversations about feelings. She shows children 'emotion stones' and asks how they are feeling. Children look at themselves in mirrors and tell the childminder, 'I am happy'.

Children are confident and show fantastic attitudes to learning. Babies explore independently. They find their favourite toy cars and become deeply engrossed in pushing them along the floor. The childminder sparks children's interest in books through stories about animals and the wider world. Children demonstrate considerable engagement and curiosity. They sit enthralled and enjoy turning the pages. The childminder helps children develop their own opinions. She points to pictures in books and asks, 'Would you rather travel by plane or hot air balloon?'.

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

- Children make rapid progress from their starting points. The childminder uses ongoing assessments to track children's progress. She knows children very well and plans carefully for their precise needs and interests. The childminder shares children's next steps with parents and gives ideas to support with their home learning.
- Children's behaviour is exemplary. They are polite, kind and respectful to each other. For example, children share out play dough without being prompted and work together to wrap dolls in blankets. The childminder is a wonderful role model. She uses every opportunity to reinforce turn taking and manners. Children use sign language to say 'thank you', and join in with singing songs about 'gentle hands'.
- The childminder plans stimulating outings that provide children with a rich set of experiences. For example, she arranges regular trips to local parks and farms. This helps children to develop their social skills and confidence. Children delight in walking to feed donkeys. They gently balance carrots and apples on their hands and tell the childminder, 'Flat hands'.
- Children show impressive levels of independence for their age. They wash their own hands and chop bananas at snack times. Children put on high-visibility jackets in preparation for outdoor activities, and persevere with taking shoes on

and off. Children show that they know the routines and expectations. They help to tidy away toys and tell the inspector, 'Wash your hands'.

- The childminder ensures the environment is safe and secure. She uses video doorbells to notify her when someone is approaching the property. Safety gates are used to ensure that children cannot move to the next room without the childminder's knowledge. The childminder teaches children about their own safety. She takes children on local walks and reminds them to look left and right to check for cars. Children know to stand still and wait. They tell the childminder, 'It is safe'.
- Children make superb progress in their communication and language skills. The childminder narrates what children are doing and asks them a range of open-ended questions. She repeats words to support babies' early language and understanding. For example, babies engage in play-dough activities. The childminder repeats the words 'pat' and 'press'.
- The childminder is fully committed to providing excellent care and education for children. She works effectively with a co-childminder to share ideas and planning. She frequently engages with professional development opportunities to further enhance her skills and knowledge. She is reflective and undertakes her own evaluations to make improvements to her provision.
- Parents speak extremely highly of the childminder. They say that she is 'amazing' and they value the 'exceptional' level of care and support she provides for their children. Parents are thrilled with the 'unbelievable' progress that their children are making.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do to protect children from significant harm and abuse. She has a secure understanding of how to monitor any concerns and how to share appropriate information with other professionals. This includes knowing who to contact to seek advice and make a referral. She can identify the different signs and symptoms of abuse, including wider safeguarding issues, such as county lines. She is clear about the procedure to follow if there is an allegation made against herself or a member of her household. The childminder teaches children about their own right to privacy. For example, she sensitively reminds children to move away from where nappies are being changed.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY302848                                            |
| <b>Local authority</b>                             | Norfolk                                             |
| <b>Inspection number</b>                           | 10295366                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 2                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 4                                                   |
| <b>Date of previous inspection</b>                 | 15 December 2017                                    |

## Information about this early years setting

The childminder registered in 2005 and lives in Wisbech, Norfolk. She operates all year round, from 8am to 5.30pm, Tuesday to Friday, except for bank holidays, Christmas and family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with a co-childminder. She provides funded early education for two-, three- and four- year-old children.

## Information about this inspection

### Inspector

Helen Oakden

### 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 talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children talked to the inspector about the activities they were doing.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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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