

Childminder report

Inspection date: 2 August 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 and her assistants provide a safe, nurturing and inclusive environment for children. They are good role models. The childminder and her assistants are tender and kind. As a result, the older children are gentle and interact well with the younger children. The childminder and her assistants support children to be independent. Children happily and freely access the resources, attend to their own toileting needs and feed themselves.

The childminder and her assistants teach children essential life skills. They understand the importance of oral hygiene and how to lead a healthy lifestyle. Furthermore, the childminder shares information and ideas with parents so they can help their child stay safe online.

The childminder and her assistants encourage children to share and take turns. Children follow simple instructions, such as helping to tidy up. The childminder rewards children's positive behaviour through verbal praise, which builds their self-esteem and confidence. The childminder and her assistants reflect and find ways to improve the provision. For example, they have introduced a new system to enable children to revisit and continue prior learning.

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

- The childminder and her assistants support children who are learning to speak English as an additional language well. For instance, they speak to them in English and use key words in Portuguese. The childminder and her assistants use dual-language books with children. Parents comment that the support their children receive has been instrumental in helping them to raise bilingual children.
- The educational programme for physical development is strong. The childminder removes chairs from one of the activity tables to help children develop their stability, balance and core strength. For instance, they stand at the table as they manipulate play dough. They roll, stretch and mould the dough to strengthen the small muscles in their hands. Furthermore, they go on trips to the woods where they have the freedom to run, climb trees and explore the natural world.
- The childminder and her assistants read familiar stories and sing rhymes throughout the day. For example, young children eagerly join in with the actions as they pretend to hop like bunnies to their favourite song. They enjoy listening to the story of 'Pip and the Bag of Buddies'. Children listen intently and discuss their emotions. They say that they 'feel frustrated' when other children take toys off them. This discussion helps children to understand and reflect on their own feelings and behaviour.
- Children demonstrate a good understanding of hygiene routines. They know to

wash their hands before eating and are becoming increasingly independent. The childminder encourages children to get their own water from the dispenser and chop or peel their own fruit at snack time.

- The childminder has a good overview of the setting. She regularly seeks feedback from her assistants and parents to evaluate the service she provides. The childminder undertakes regular supervision sessions with her assistants and identifies any training needs. This helps to improve the quality of teaching.
- The childminder and her assistants provide a broad curriculum. They periodically assess children's development and progress to identify what children need to learn next. Overall, children benefit from a wide range of learning experiences that capture their interests. For example, the childminder and her assistants plan learning around different festivals and celebrations. This helps to raise children's awareness about diverse cultures and identities of people. However, on occasion, the activities and the curriculum intent do not fully reflect all children's needs, particularly the youngest children. This means that younger children are not always deeply engaged in purposeful learning.
- Partnerships with parents are strong. The childminder collects relevant information from parents before children start, to ensure that she has a comprehensive picture of where children are in their learning. However, the childminder is less proactive in seeking information about children's learning experiences in some of the other settings that children attend. Therefore, she cannot be sure that her provision complements the experiences that children have elsewhere.

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 knowledge of the curriculum intent to ensure that it is reflective of all children's needs, particularly younger children
- work proactively in partnership with other settings that children attend, to foster a greater two-way flow of communication to ensure that children's learning experiences complement those they receive elsewhere.

Setting details

Unique reference number	EY305283
Local authority	Norfolk
Inspection number	10351865
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 9
Total number of places	12
Number of children on roll	35
Date of previous inspection	25 October 2018

Information about this early years setting

The childminder registered in 2005. She operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded education for two-, three- and four-year-old children. She holds an appropriate qualification at level 4. The childminder works with two assistants, one of whom holds an appropriate qualification at level 6.

Information about this inspection

Inspector
Marie Walker

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 her evaluation of the setting.
- The inspector viewed the premises and discussed the intent of the childminder's curriculum during a learning walk.
- The inspector observed the interactions between the childminder, her assistants and the children, who the inspector also spoke to throughout the inspection.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.

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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