

Childminder report

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and homely environment. Children develop secure and trusting relationships with the childminder. They seek her out for comfort and are reliably responded to with care and affection. For example, when children start to feel tired, the childminder offers cuddles to soothe and reassure. These consistent responses help children to feel valued and safe.

Children are supported to develop a positive attitude to challenge. With coaching and assistance, the childminder encourages them to persist with tasks. For example, when children are using scissors, the childminder offers instruction and physical support to help them achieve their goals. The childminder has high expectations of children's behaviour and uses gentle reminders to help children understand these.

The childminder plans a broad curriculum with a focus on supporting children's independence and self-confidence. For example, children are encouraged to help prepare snack and pour their own drinks.

Children are involved in the planning and preparation of activities. As a result, children are motivated to engage in their learning and display high levels of involvement. The childminder ensures that all children can participate in experiences by skilfully adapting activities and offering differing levels of support. For example, she provides different types of chop sticks along with verbal or physical assistance to allow children to explore noodles. This helps children to feel involved and included.

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

- The childminder has a clear vision about what she wants children to learn. Information from parents is used to identify what children already know and what they can learn next. The childminder has a good understanding of child development and uses this to plan engaging activities and resources to motivate children's learning.
- The childminder uses meaningful observations to assess children's progress. This robust process ensures a detailed understanding of each child's learning needs. The childminder is then able to provide stimulating activities to promote the development of these specific needs. At times, interactions with children are not used as effectively as possible to support focused learning. For example, when learning to share, children are reminded to take turns but the reasons why are not explained. This means that children are not consistently provided with opportunities to gain underpinning knowledge and understanding.
- Children are given opportunities to explore mathematical concepts and encouraged to participate in mathematical activities. For example, children are

supported to count the pretend food. The childminder then encourages them to consider more complex mathematical concepts, such as features of the shape of the food and ordering them in size.

- Children are provided with experiences to learn about the natural world. For example, children have recently learned about animals who hibernate in winter. Children revisit this when they ask with curiosity, 'Where do worms go?' The childminder links it to children's previous knowledge about hibernation. Children have also taken part in birdwatching in the garden. The childminder takes children on regular outings to explore the local park. This helps children to begin to understand the concept of the wider world.
- Children are supported to learn about health and hygiene. They are developing an understanding of the need to wash their hands before preparing or eating snack. The childminder takes time to help children learn how to wash their hands thoroughly. Planned activities develop children's awareness of staying healthy. For example, children enjoy activities that help them to learn how to clean teeth and about healthy foods.
- Parent partnerships are strong. Parents speak highly of the childminder. Parents comment that their children are safe, secure and respected. The childminder is committed to helping children settle. For example, she works with parents to follow routines from home when possible. The childminder involves parents in their children's learning by asking for input on next steps and feedback about the provision.
- The childminder reflects on the effectiveness of the provision. She uses assessments of children's progress alongside feedback from parents to evaluate this. She reflects on this information to identify necessary changes. This ensures that the provision remains effective to support children's 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:

- enhance interactions with children to ensure that they support children's individual learning intentions more concisely.

Setting details

Unique reference number	EY311990
Local authority	Norfolk
Inspection number	10368051
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 March 2019

Information about this early years setting

The childminder registered in 2005 and lives in Roydon, Norfolk. She operates all year round, from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Ali Mitchell

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the views of parents by reviewing feedback letters.
- 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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