

# Childminder report

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Inspection date: 4 March 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder provides a warm and welcoming environment. Children settle quickly and build strong bonds with the childminder and any assistants she works with, who are responsive to children's individual requirements. The childminder collects detailed information from parents regarding children's care routines, their interests and their likes and dislikes, prior to them starting. She uses this information to plan an inviting and stimulating learning environment that is based on children's interests. This helps new children to feel secure and allows the childminder to provide them with continuity in their care.

Children demonstrate positive attitudes to learning. They enthusiastically join group activities that the childminder plans. They remain engaged in the various learning experiences that she provides. Children thoroughly enjoy their time at the setting. They are confident and persistent as they learn new skills. Children smile and clap at themselves when they achieve their goals. The childminder gives constant praise and encouragement. This helps children to develop a 'can-do' attitude to learning.

Children behave well and learn to be kind and considerate to each other. The childminder is a good role model. She uses gentle reminders to reinforce her behavioural expectations, such as 'gentle hands' and 'kind words'. She encourages children to use good manners, such as 'please' and 'thank you', when making requests. Children build good friendships with their peers and share toys and equipment.

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

- The childminder, and any assistants she works with, provide a language-rich environment. They narrate what children are doing, ask them questions and introduce new vocabulary, such as 'squidgy' and 'squeeze,' as they explore malleable materials. Children engage in back-and-forth conversations with the childminder.
- The childminder promotes children's social skills well. For instance, she regularly takes children to various groups to meet other children from the local area. In addition, she arranges outings with other childminders and their children to play in larger groups to build their self-confidence and social skills in different play environments.
- Children benefit from lots of outings where they learn about the wider community they live in. The childminder takes children to visit places of interest, such as farms, museums and beaches. This helps children develop an understanding of the world around them.
- Children develop a love of books from an early age. They independently access books and hear a wide range of stories throughout the day. Children listen

intently as the childminder reads to them. They enjoy interacting in story times. For instance, they turn pages and lift flaps, calling out what they see beneath. In addition, children regularly visit the local library and choose which books they would like to borrow.

- The childminder knows the children in her care well. She uses regular assessments to build on children's learning, identifying next steps to support their progress. She uses these assessments, as well as observations of children's play and discussions with parents, to identify when children may need extra support. However, she is yet to fully establish partnerships with other settings children attend. This can limit the continuity and consistency of children's educational experiences.
- The childminder has developed good partnerships with parents. She shares children's achievements and details of their next steps in learning and development with parents. Parents comment on the childminder's support. She offers advice and suggestions for supporting children's learning at home. Children love taking 'Patch,' the setting's toy dog, home to share with their families and discuss their adventures with their friends. Parents say their children grow in confidence in the childminder's care.
- The childminder provides any assistants with regular supervision and the opportunity to access further professional development to extend their knowledge and skills further. The childminder reflects on her provision to make improvements. The childminder uses her links with other childminders and online forums to keep up to date and to share good practice.

## 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:**

- extend partnership working to enhance the consistency of children's care and learning.

## Setting details

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|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY377971                                            |
| <b>Local authority</b>                             | Norfolk                                             |
| <b>Inspection number</b>                           | 10376099                                            |
| <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 7                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 9                                                   |
| <b>Date of previous inspection</b>                 | 16 May 2019                                         |

## Information about this early years setting

The childminder registered in 2008 and lives in King's Lynn, Norfolk. She works with an assistant. The childminder operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

## Information about this inspection

### Inspector

Louise Harris

### Inspection activities

- The inspector completed a learning walk with the childminder and discussed what she wanted the children to learn.
- The inspector and the childminder carried out a joint observation and held a discussion.
- The inspector observed the quality of the interactions between the childminder, any assistants and the children, and assessed the impact of these on the children's learning and development.
- The inspector read testimonials from parents and took account of their comments.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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