

Childminder report

Inspection date: 20 July 2022

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 shows care and affection to all children. She provides a safe and nurturing environment where children make strong emotional attachments. Children are happy and content, which they express with smiles and giggles. Children behave well and show signs of good self-regulation skills. The childminder has introduced consistent and clear boundaries. She supports children to care for each other. Children's families feel included in their child's development. They receive regular updates, pictures and support from the childminder about their child's development.

Children enjoy lots of opportunities to be social with peers. Children enjoy opportunities to explore their local community with trips to the woodlands and local parks. Children delight in singing and dancing with their peers and the childminder. Children have access to a well-resourced outside space. They enjoy exploring with sand and water, and they build on their physical skills using see-saws and slides.

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

- Children behave well. The childminder's calm nature supports children to self-regulate their behaviour. Children understand how to positively interact with their peers. They are encouraged to take turns and to problem-solve together.
- Children's well-being is supported consistently. The childminder knows the children well. She completes regular checks with the children, asking how they are feeling. This means children feel valued, safe and secure.
- The childminder keeps parents fully informed about their children's day and learning. Written testimonials from parents show the friendly and trusting relationships they have with the childminder. Parents describe the childminder as 'passionate and caring'. They are confident that their children receive 'the best care'.
- The curriculum is well planned and based around the children's interests. Younger children show high levels of engagement when playing at the water table. The childminder adds bubbles to enhance their play and introduce vocabulary.
- The childminder skilfully challenges children through their play by adding resources and vocabulary. For example, when children are practising their throwing skills using beanbags and skittles, the childminder suggests using different objects to throw and talks about these, celebrating success with the children.
- Children benefit from an environment rooted in fun. Children's imaginations are encouraged as they run away from a snake they have made with balls and tiptoe around its 'sleepy head'. Children enjoy laughter as they engage in rhymes, songs and dancing with the childminder.

- The childminder talks with the children, modelling conversation and introducing new vocabulary. She counts with children in routine play situations. However, she sometimes overlooks opportunities to further promote children's thinking skills. She does not consistently give children enough time to think, respond to questions and express their own ideas.
- Children are provided with some resources that help to promote their awareness of equality and diversity. The childminder teaches children about festivals and naming days. However, she has not fully explored additional ways to further extend children's understanding of the similarities and differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection matters, including her responsibility to safeguard children. She knows what to do if she has a safeguarding concern and who to report it to. The childminder regularly updates her safeguarding training to ensure that she is aware of the local safeguarding partnership procedures for managing concerns.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop wider opportunities to promote equality and diversity and build on children's awareness about similarities and differences between themselves and others
- ensure children are given enough thinking time to respond to questions and develop their critical-thinking skills.

Setting details

Unique reference number	EY405950
Local authority	Norfolk
Inspection number	10231786
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	8
Date of previous inspection	2 September 2016

Information about this early years setting

The childminder registered in 2010. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector and the childminder carried out joint observations of group activities.
- Parents shared their views of the setting with the inspector.
- 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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