

Childminder report

Inspection date: 13 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the childminder's welcoming home. The childminder and the assistants she works with know the children well. They frequently engage the children in conversations about their experiences outside the setting, and older children confidently recall events. Children develop strong friendships, playing happily together. They learn to take turns, share the resources and are encouraged to include others in their play. This helps foster a sense of belonging and inclusion.

The childminder provides a broad and balanced curriculum that includes planned and child-led activities. She has created an environment that encourages children to lead their own play and learning. Children enjoy opportunities for role play, which helps develop their imagination. They pretend to use toy doctor's equipment and check their dolls' blood pressure. Other children build train tracks with the support and guidance from adults.

Children enjoy being chosen to carry out responsibilities, such as counting the number of children and collecting the correct number of plates for snack time. Adults support children to carry out tasks, such as spreading butter onto toast, to build on their independence. They introduce simple mathematical concepts to children as they help them to cut their toast into 'halves' and 'quarters'.

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

- The childminder collects detailed information from parents when children start at her setting. She uses this information to consider what children need to learn next. The childminder regularly assesses children's learning to monitor their progress. When she identifies gaps in their knowledge, she plans appropriate activities to support their development. As a result, all children make good progress from their starting points.
- Children's communication skills are well supported. The childminder, along with other adults working with the children, provide a narrative to enhance their play. They ask children questions and allow them time to respond. This encourages children to engage in meaningful conversations, allowing them to share their thoughts and ideas. As a result, they are becoming confident communicators.
- Children develop a love of stories and books. They enjoy sharing books in groups and cuddle up to the childminder as she reads. Adults pause at appropriate points in the story to give children chance to share their thoughts on how the characters in the story feel and why. This helps children to explore a range of different emotions.
- Children learn the importance of good hygiene practice through familiar songs that teach them how to wash their hands. Older children are beginning to take

care of their own personal needs. For example, they independently get tissues to wipe their noses and dispose of them in the bin. This fosters children's self-care skills from an early age.

- The curriculum supports children's physical development. Children practice jumping between sensory squares, creatively imagining that the red square is lava. The childminder provides table-top activities that encourage children to move freely as they play and explore. The childminder supports children's coordination and fine motor skills through creative activities. Children use a variety of different tools and materials to create pictures of snowmen.
- The childminder knows the children well. She plans her activities around various topics, such as winter, while also considering what each child needs to learn next. However, there are times when she does not fully take into account the different levels of concentration and engagement among the children. As a result, some children occasionally struggle to fully engage in learning opportunities.
- Children benefit from trips into the local community. The childminder links with other childminders and the children in their care to regularly visit a soft-play centre. This helps build children's social skills and confidence when interacting with new people. Additionally, children participate in celebrations and festivals at local schools, further enhancing their confidence. As a result, children demonstrate high levels of self-assurance.
- Partnerships with parents are positive. Parents describe the setting as their children's 'second home'. They state that their children 'beam' when they know they will be attending her setting. The provider links with local schools to help support transitions to school.

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 the planning of activities to support children to develop higher levels of engagement.

Setting details

Unique reference number	EY417796
Local authority	Norfolk
Inspection number	10372100
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	0 to 11
Total number of places	18
Number of children on roll	31
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in Filby, Norfolk. She operates all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She works with up to two assistants each day. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- 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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