

Childminder report

Inspection date: 18 February 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

The childminder offers a friendly, warm and welcoming environment where children are at ease to play and explore. They build strong attachments to the childminder and any assistants she works with, who are caring and responsive to children's individual needs. For instance, they notice when children appear shy to join activities and offer them a guiding hand to join in with their peers.

Children behave extremely well. The childminder is a good role model and speaks calmly with children to explain why rules and boundaries are in place. She uses gentle reminders to reinforce turn-taking and sharing of equipment. Children demonstrate kindness and consideration to others. For instance, older children demonstrate how to use threading equipment to younger children. They play musical instruments softly when close to those that dislike loud noises. Children are encouraged to use good manners, such as 'please' and 'thank you', when making requests.

Children have positive attitudes to learning. They are eager to join activities that the childminder and any assistants that she works with plan, and they remain enthusiastically engaged. Children have plenty of opportunities for outdoor learning in the fresh air. For instance, they regularly revisit dens they construct. They explore natural materials, such as pine cones, leaves and sticks, as they learn first hand about the seasons through their exploratory play. Children receive endless praise and encouragement. This helps them to feel confident in their abilities and develop a 'can-do' attitude.

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

- The childminder has a clear intent for what she wants children to learn while in her care. She promotes children's independence well. For example, children learn to dress for outdoors. They choose equipment and independently access toys. Children are competent in their personal care. They wash their hands before eating and learn to use tools safely to help prepare their snack.
- The childminder promotes children's health well. Mealtimes are sociable events. Children chat freely with the childminder and any assistants who work with her about the healthy range of foods available. They are encouraged to explore new tastes and textures. The childminder takes the children to the shops to select new food items to try alongside some of their favourites.
- The childminder promotes children's communication and language skills through a language-rich environment. For instance, children learn new songs, listen to stories and engage in back-and-forth conversations. Children hear new words as they play, such as 'squash' and 'spongy' when exploring malleable materials. The childminder learns key words in children's home languages to help them convey

their wants and needs.

- Children go out on regular and exciting trips in the community. For example, they enjoy visiting the local farm, where they can learn about how to care for animals. They regularly visit the childminder's allotment, where they learn to prepare the ground to plant seeds and care for crops. These trips engage the children in what they are learning and build their confidence at being out in the community.
- The childminder has excellent relationships with parents. She ensures that she keeps them informed on all aspects of their children's development. Parents' feedback is extremely positive. They value the nurturing environment the childminder provides and report that their children are thriving in her care. Parents are invited to share their occupations and interests with children. This helps them to feel involved in their children's learning.
- The childminder has good partnerships with the local school to support a smooth transition for the children when they attend. For example, children regularly attend reading cafes, assemblies and nativities. The childminder invites the teachers to her setting to spend lunchtime with the children. This helps children to become familiar with the staff and the school environment.
- The childminder is qualified and experienced. She is reflective and often discusses ways to improve her provision with any assistants she works with. The childminder has good links with other childminders to share good practice. In addition, she carries out her own online research to inform her practice. However, she does not focus her professional development on developing an expert knowledge of teaching to continually build on the good-quality 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:

- seek further ways to enhance professional development opportunities that focus on developing an expert knowledge of teaching and learning.

Setting details

Unique reference number	EY425277
Local authority	Norfolk
Inspection number	10372664
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	12
Number of children on roll	10
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Wimbotsham, near Downham Market, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant who holds an appropriate early years qualification at level 3. The childminder provides government funded childcare for all eligible children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector and childminder carried out a joint observation.
- The childminder showed the inspector relevant documentation.

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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