

# Childminder report

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Inspection date: 24 February 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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 all the children and their families with a warm and genuine welcome. She gets to know children as individuals and ensures that they receive the nurturing support and encouragement that they need to feel safe and secure in her care. The childminder is very involved in the local community. She teaches children about how to be active citizens. She provides them with lots of opportunities to become involved with, and learn the importance of, looking after the local area. The childminder teaches children to understand and value the diversity of modern Britain, including their own diverse backgrounds and experiences.

The childminder teaches children, through gentle guidance and her own behaviours, to be kind and considerate. Children play together harmoniously and happily find ways to include friends in their play. They confidently engage with the range of opportunities provided. The curriculum is designed to spark children's curiosity and expand their thinking. For instance, they plant seeds, and consider what they will grow into. They plant and harvest what they have sown on the allotment and then cook and eat the produce. The childminder skilfully adapts her activities so that all children can be active participants and make sustained progress.

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

- The childminder conducts weekly reviews with any assistants she works with. They work together to assess the success of the week's planned and spontaneous activities against their ambitions for children's development. When children are new to the setting, or are slower to develop in any area, the childminder carefully assesses and monitors their progress. She works successfully with parents and others to assess and plan for any individual needs. This ensures a joined-up approach to children's continued learning and development.
- Parents speak very highly of the care that their children receive. They note that the childminder provides settling-in sessions that are tailored to their and their children's needs. They describe the good progress that their children make in her care and how she supports their understanding of how to build on their children's learning at home. When they have worries about their children's development, they trust the childminder to take these seriously and to provide any specific support that their child might need. Parents praise her kind and nurturing support and are keen to recommend her to other parents.
- The childminder provides children with many opportunities to develop their physical skills. They confidently handle small seeds and tools during planting activities. The childminder carefully plans for children to learn pencil and scissor

skills and develop the small-muscle control necessary for later writing. She provides daily opportunities for children to be physically active outdoors, such as regular visits to the local park or by helping on her allotment. Children demonstrate confidence in their growing physical skills and a 'can-do' attitude to physical tasks.

- The childminder speaks clearly and attends carefully to children's spoken and non-verbal communication. Through her planned activities, the childminder introduces new vocabulary to the children, which they confidently test out for themselves. When children are slower to speak, or are learning English as an additional language, the childminder implements effective strategies that ensure they make good progress in their speaking and listening. For instance, she gathers and uses key words in children's home language to help them to communicate confidently.
- The childminder considers carefully how the activities that she plans will be used to cover all areas of learning. She encourages children to tell her what they know and show her what they can do, so that she can further develop their knowledge and skills. She selects books that link to areas that they are exploring and teaches children to notice that books provide information as well as stories.
- Although the childminder has a good understanding of how to promote children's mathematical development and incorporates this in her planning, sometimes the exploration of mathematical concepts and language is not delivered as effectively as it is planned.

## 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:**

- provide even more opportunities for children to learn and use mathematical language and concepts through planned and spontaneous activities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY436398                                                                          |
| <b>Local authority</b>                             | Norfolk                                                                           |
| <b>Inspection number</b>                           | 10375887                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 8 May 2019                                                                        |

## Information about this early years setting

The childminder registered in 2011 and lives in Norwich, Norfolk. She operates all year round from 8.30am to 5.30pm, on Mondays and Tuesdays, except for bank holidays and family holidays. The childminder works with her son, who is her assistant. She offers government funded early years education.

## Information about this inspection

### Inspector

Terrie Simpson

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children showed the inspector what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.

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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