

Childminder report

Inspection date: 16 August 2024

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 content in the childminder's welcoming home. They choose which toys and resources to play with from a wide range available. The childminder is attentive to their needs and they have developed secure bonds with her. This helps the children in her care to feel safe and secure. Children receive encouragement and praise during their play, which supports their emotional well-being and self-esteem.

Children have lots of opportunity for outdoor play. They enjoy playful interactions with the childminder in the garden. For instance, they take turns to control the traffic lights as they peddle in wheeled toys around the garden. The childminder takes them on regular trips to the woods, where they have opportunity to run, jump and climb. They hunt for natural resources for craft and develop their imagination as they recall favourite stories and go on a bear hunt.

Children behave well and learn to take turns. They respond to the childminder who uses a warm and gentle approach as she reinforces her behavioural expectations. She reminds children to use good manners, such as please and thank you when making requests, and to be kind towards each other. Children develop positive attitudes to learning and benefit from opportunity for exploratory play. For instance, children become absorbed as they experiment mixing sand and water. They source various utensils to transfer their mixtures from buckets to pans and carefully pour them into various bowls. This helps to support their creative development.

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

- The childminder interacts well with children while they play. She asks questions to gauge their understanding and engages in meaningful discussions with children. For example, she explains to young children that colours have different shades as they explore an assortment of coloured bricks. However, some learning for toddlers during adult-led play is too long and challenging. Consequently, toddlers lose their concentration and engagement in the play.
- Children from a young age count confidently as they play. The childminder supports children's mathematical development well. She skillfully weaves opportunities for children to count and develop their understanding of mathematical language throughout the day. For instance, children count how many slices of banana they have cut for their snack. They begin to recognise simple shape names and use terms to describe size and weight, such as 'bigger' and 'heavy'.
- The childminder takes every opportunity to talk to children and expose them to a wide vocabulary. She comments on children's actions and repeats back their spoken words to ensure they hear the correct pronunciation. The childminder

models new vocabulary to children, such as 'splash' and 'scoop'. Children have opportunity to practise their dual language skills. The childminder provides regular access to books in dual languages. This helps to support their communication and language skills in both English and their home language.

- The childminder implements opportunities through daily routines for children to be independent. For example, she supports children to learn how to use a knife to cut up food for their snack. Children dress independently for outdoor play. They learn to become independent in their self-care as they learn to use the toilet and wash their hands prior to eating.
- Children benefit from outings to places of interests with the childminder. This helps to broaden children's experiences and helps them to develop their understanding of the world around them. For example, they visit farms where they learn about the different animals and how to care for them.
- Parents are highly complimentary about the childminder and the care she provides. They say their children love to attend her setting and 'It's their favourite time of the week.' Parents value the daily communications they receive about children's routines and progress. Parents praise the childminder's procedures when children start and acknowledge how this supports children to settle well in her care.
- The childminder reflects on her strengths and areas for development. She liaises with other childminders to share ideas of good practice and to keep up to date with legislation. The childminder is committed to developing her own professional development. She has recently completed her degree in childhood studies to extend her understanding of child development.

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:

- adapt adult-led activities for toddlers to ensure they remain engaged and benefit from the good learning on offer.

Setting details

Unique reference number	EY471992
Local authority	Norfolk
Inspection number	10360001
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2014 and lives in Tilney St Lawrence, Kings Lynn. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 6 qualification. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- Parents provided written feedback during the inspection. The inspector took account of their views.
- The inspector carried out a joint observation with the childminder to assess the impact of teaching on children's learning.

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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