

# Childminder report

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Inspection date: 3 October 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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| Overall effectiveness at previous inspection | Met |
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## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time at the childminder's warm and welcoming home. They settle well, choosing from a wide range of resources that they relish using in different ways. The childminder is a positive role model and children behave well as a result of her warm and positive interactions with them. She helps them to think about being a good friend to each other. Children form firm friendships and readily share toys and resources. They demonstrate good manners and are polite and helpful.

The childminder knows the children well, providing activities that encourage them to follow their interests. She joins in their play and asks questions that help to build on what children know and can already do. Children are captivated by well-read stories. They listen intently and enthusiastically join in. The childminder reads the text, pausing for children to complete the sentence or say the missing word. This helps to develop children's vocabulary and their enjoyment of books and reading. Children demonstrate positive attitudes to learning, showing resilience and determination to keep trying. They learn how to keep safe and understand the childminder's rules.

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

- Careful monitoring of children's progress enables the childminder to note any gaps in their learning and to act quickly to address these. Activities are well-matched to children's interests and next steps in learning. The childminder makes regular observations and accurately assesses children's development to identify what they need to learn next.
- Children are confident talkers who enjoy sharing their ideas and experiences. They engage in conversations with the childminder who listens, asks appropriate questions and gives them time to think and respond.
- The childminder uses effective teaching strategies to help children to learn. She models how to do things and then encourages them to try for themselves. Children are highly independent, competently managing their personal needs, sometimes beyond expectations for their age. For example, toddlers put on their own shoes and older children zip up their coat without adult help.
- Children develop good physical skills. They enthusiastically jump up and down on the trampoline and walk along low beams, balancing with increasing confidence and control. The childminder provides nutritious meals and snacks and makes good use of opportunities to promote messages about healthy lifestyles. She encourages children to try new foods and they discuss how satsumas are good for you. Children explain, 'They have vitamin C in them'. This shows they are gaining an awareness of how this contributes to their good health.

- The childminder reviews her practice regularly so that children benefit from good-quality care and learning experiences. She meets with other childminders to share ideas and talk about good early years practice. The childminder works well with parents to discuss any concerns about children's progress and identify how to meet their needs. Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder and say, 'I cannot recommend her highly enough'.
- The childminder helps children to learn about shapes and colours. They confidently identify their favourite colours and different shapes correctly. However, children do not have enough rich opportunities to build on their growing understanding of counting, numbers and recognising numerals.
- The childminder attends regular training to keep her knowledge up to date. However, she does not focus her professional development on developing an expert knowledge of teaching. She has not fully explored ways to continually build on the good quality of her teaching to help children make the very best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to potential signs of abuse. She knows what to do in the event of any concerns she may have about a child's safety or welfare, and how to report these to the correct agencies. The childminder has attended training about wider safeguarding issues and has ensured her procedures are up to date. She demonstrates that she knows how to manage allegations of harm or abuse against her or anyone who lives in her home.

## What does the setting need to do to improve?

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

- provide more rich opportunities for children to build on their growing understanding of counting, numbers and recognising numerals
- seek further ways to enhance professional development opportunities that focus more specifically on developing an expert knowledge of teaching and learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY411203  |
| <b>Local authority</b>             | Norfolk   |
| <b>Inspection number</b>           | 10123678  |
| <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</b>       | 0 to 11   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 8   |
| <b>Date of previous inspection</b> | 26 February 2016  |

## Information about this early years setting

The childminder registered in 2010. She operates all year round from 8am 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.

## Information about this inspection

**Inspector**  
Emma Bright

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact it has on children's learning.
- The inspector talked with the childminder and minded children at appropriate times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the childminder's suitability. She discussed how the childminder reviews her practice and viewed a range of other documentation, including daily registers and accident records.
- The inspector spoke to parents and took account of their views.

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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