

# Childminder report

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Inspection date: 27 February 2020

<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>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at this welcoming and homely setting. They quickly build positive relationships and learn daily routines. Children are happy and content, showing that they feel safe and secure in the care of the childminder and her assistant. Children behave very well and are kind to others.

Children are well prepared for starting school. They choose what they would like to do and are learning to manage their own self-care. Children respond well to the high expectations of the childminder and her assistant. They show an impressive knowledge of letters and sounds for their young ages. Pre-school children are able to confidently write their names and show careful control when holding a pencil. They often use numbers during play and planned activities.

Daily outdoor play enables children to run and negotiate space in ride-on cars and scooters. They enjoy waving ribbons attached to sticks they collected in the woods. They excitedly point out the daffodils and snowdrops growing in the garden. Children have many opportunities to develop their knowledge of the local area. They visit the shops to buy fruit. At the allotment, they find out how vegetables grow as part of their learning about healthy eating. Children learn how to make healthy food choices. They heartily tuck into the home-made food the childminder prepares for them.

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

- The childminder is committed to helping each child to achieve, develop and learn. She finds out what children know and can do, and plans activities to build on their skills. The childminder and her assistant successfully help children to learn through practising important skills daily. This regular repetition helps children to remember and recall their knowledge. Children make links and connections between their experiences.
- The teaching of literacy skills is particularly effective. Children concentrate very well as they listen to stories, repeating phrases and remembering what happens next. The childminder and her assistant help children return to favourite books, based on their current topics. This helps children to build their understanding about the story and characters. Children join in with a retelling of 'Handa's Surprise'. They name animals and describe exotic fruits, using a wide range of words and phrases.
- The childminder works closely with parents to help children to settle into her care. Children visit for shorter times at first to get used to the other children and daily routines. The childminder gathers detailed information from parents when children start. She asks parents for regular updates on children's interests. The childminder provides parents with activities to do at home to extend their child's

learning further. Parents say they are 'delighted' with the service and that their children 'come on leaps and bounds'. Children comment on the 'special friends' they make and the 'amazing toys'.

- Children show positive attitudes to learning. They are motivated and engage well in their chosen activities. The childminder organises her home to help children to learn. She carefully selects toys and resources based on the children's interests and needs. This approach helps children to be calm and maintain concentration.
- Children play very well together. They are polite, kind and listen carefully. The childminder and her assistant quickly intervene in any minor disagreements, pointing out how others may feel. However, they sometimes miss opportunities to teach children to solve their own problems. This includes helping children to start to take turns independently and learn how to assess their own risks when playing outside.
- The childminder and her assistant help children to learn about the wider world. They help children to learn about festivals and celebrations. Children enjoy stories from cultures different from their own. They have fun bringing stories to life using 'story sacks' where they use props and dolls to retell the story.
- The childminder is professional and very well organised. She holds regular discussions with her assistants to check they are happy and confident to fulfil their roles. The childminder and her assistants undertake training to keep their knowledge current and keep children safe from harm. However, their professional development is not highly tailored to continually improving outcomes for children to the very highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are knowledgeable about signs that a child may be at risk from harm. Clear procedures are in place to enable them to swiftly report concerns about a child's welfare. The childminder understands the importance of working together to share information to help keep children safe and get families the support they need. The childminder and her assistant understand the risks posed by radicalisation and extremism.

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

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

- build on ways to help children solve their own problems and find solutions
- extend the opportunities for professional development to continue to build and develop knowledge and use this to benefit the children who attend.

## Setting details

<b>Unique reference number</b>	259498
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113129
<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>	1 to 12
<b>Total number of places</b>	18
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	30 March 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Wymondham, Norfolk. She operates all year round from 6am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight and weekend care through prior arrangement. The childminder holds an appropriate qualification at level 4. She regularly works with two assistants who hold appropriate qualifications at level 2 and 3. Two other assistants are occasionally used when required. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Hyett

### Inspection activities

- The childminder showed the inspector around her home and talked about the activities, resources and experiences she provides for children.
- The inspector observed the childminder and her assistant interacting with children during a range of activities indoors and outside. The inspector evaluated activities with the childminder.
- The inspector held a number of discussions with the childminder and her assistant. She interacted with the children at appropriate times.
- The inspector viewed documentation, such as evidence of the suitability of those living and working on the premises. She viewed the safeguarding policy.
- The inspector looked at written letters from parents and comments from children to obtain 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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