

# Childminder report

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Inspection date: 12 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</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 outstanding**

Children behave exceptionally well. They receive superb levels of highly individualised support from the childminder and her co-childminders. Children regularly spend time in the home of one of the co-childminders as well as in the childminder's spacious and comfortable home. Dedicated play spaces are purposefully organised. This promotes children's investigation and deep involvement. Children continuously build new skills while consolidating those needed ready for the next stage of their learning. They confidently choose from easily accessible toys and resources.

Children challenge themselves to take managed risks while using a variety of equipment, including balancing toys, wheeled toys and balls. Children use a large climbing frame in the garden. This helps to develop their strength and coordination. Children learn about healthy eating. They grow their own vegetables and eat them as part of nutritious meals.

Children make outstanding progress in their literacy development. They have plentiful high-quality opportunities to develop a love for books and rhymes. Children enthusiastically join in and relish the opportunity to suggest what animals they want to pretend to be. They make animal sounds and movements as they sing. Children eagerly bring in books from home to share with their friends. They borrow books and toys from the childminder to take home and share with their family.

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

- The childminder makes children's safety, enjoyment and learning paramount. She is an expert teacher. Spontaneous and meaningful interactions with the childminder stretch children's knowledge, understanding and thinking. Thorough care procedures support children to feel very secure.
- The childminder diligently plans activities, resources and routines, to minimise the impact that organisational tasks have on children. This means that the childminder and her co-childminders have all the items they need easily to hand as they care for the children. The focus throughout the day remains on supporting children with their play in the calm environment, while being flexible to their needs for rest. This excellent organisation also helps children to develop their independence and confidence. For example, older children skilfully put on their outdoor clothing from their individual pegs and they eagerly select their desired play items. Close and encouraging support from the childminder and her co-childminders helps young children to achieve these tasks successfully, and with competency, considering their ages.
- Children learn how to keep themselves safe. For example, they explain how to

use scissors safely to cut flowers. Once they have cut their daffodils, they create their own painted pictures of flowers. Children consistently hear new and challenging vocabulary. They learn and use words such as 'stem' and 'bulb' as part of the planned activities.

- Parents are extremely complimentary about the excellent service that, together with her co-childminders, the childminder provides. They say that their children thrive and are very at ease in the childminder's care. Parents comment about the excellent attitudes that children learn from the childminder.
- Children's behaviour is extremely positive. They energetically tidy up the toys they have been playing with, ready for their group activity time. They cooperate to return toy boxes to a storage unit. Children greatly benefit from having a group of peers to learn alongside. This helps them to learn to play harmoniously together. Children develop close bonds and friendships together.
- The childminder works extremely closely with her co-childminders to consistently achieve the highest standards. Each week the childminder meets with one of her co-childminders, they carefully plan engaging and varied play opportunities indoors and outside. The childminder's detailed observations of children's development help her to pinpoint precisely what is needed to support them to make further progress.
- Children make excellent progress in their personal development. The childminder broadens children's horizons. For example, an activity which includes preparing for a charity donation, helps them to learn about sharing with others and kindness.
- The childminder uses her excellent partnerships with parents to provide them with professional advice. This includes helping parents to recognise any concerns about children's development as early as possible to ensure that additional support is put in place to quickly help children without delay.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder builds positive and supportive relationships with children and parents. She uses these to ensure that children's needs are met and that they are protected from harm. The childminder knows the possible indicators that a child is at risk of harm and the procedures to follow if she has concerns about their safety. The childminder ensures that her policies reflect the most recent guidance and knows how to report any concerns about a child. The childminder shares information with other agencies to ensure that children are protected from harm.

## Setting details

<b>Unique reference number</b>	EY385647
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10113043
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	28 August 2013

## Information about this early years setting

The childminder registered in 2008 and lives in Reepham, Norfolk. During term time, she operates from 7.30am to 5.30pm on Monday, Wednesday and Thursday, and from 7.30am to 4pm on Tuesday and Friday. During school holidays, she operates from 7.30am to 5.30pm on Monday, Wednesday and Thursday. The childminder does not operate during bank holidays and family holidays. She works with her husband and another childminder, who are co-childminders.

## Information about this inspection

### Inspector

Kate Hipperson

### Inspection activities

- The inspector observed the quality of interactions between the childminder, co-childminders and children, and evaluated the impact that these have on children's learning and development.
- The inspector discussed the educational programmes that the childminder provides for children and how these support their learning and development.
- The inspector looked at evidence of the suitability of the childminder, co-childminder and household members at both of the registered addresses. First-aid training certificates were viewed.
- The inspector held joint discussions with the childminder and co-childminders. She also spoke with children at appropriate times during the inspection.
- The inspector reviewed written feedback from parents and considered their views about the setting.

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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