

# Childminder report

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Inspection date: 22 September 2021

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time with the childminder. They make choices about what they want to do and take part in carefully planned activities that help them to build their knowledge and skills over time. Children choose a healthy snack and help to prepare the food. The childminder encourages them to count strawberries as they wash them. She challenges them further with simple mathematical problems, such as how many more strawberries they need to reach their chosen quantity.

Children are very polite and have good manners. They build good friendships with their peers and play cooperatively together. The childminder encourages children to share and take turns. During a board game activity, children are supported to identify whose turn is next and learn to patiently wait for their turn. Children listen to and follow the instructions given for a yoga activity and show that they can move in different and complex ways as they stretch and bend.

Children are very settled in the childminder's home. They have a close relationship with the childminder, who joins in with their games and takes time to listen and take part in their conversations. This helps children to feel safe and secure, knowing that they are valued and that their needs are met.

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

- Despite the challenges of the COVID-19 (coronavirus) pandemic, the childminder has continued her professional development. She regularly attends training to enhance her skills and knowledge. She recently attended training to help her to understand the trauma of the COVID-19 pandemic on some families, which enables her to better support and reassure them.
- The childminder builds good relationships with the families of children who attend. They comment positively about the care their children receive. During the COVID-19 pandemic, the childminder has kept in touch with parents and supported them to continue their children's learning at home. She finds out about children's experiences at home. This helps her to continue to assess what they know and can do.
- The childminder knows the children well and is aware of their interests and abilities. She monitors their progress over time to ensure that what she offers helps them to continue their learning and development in all areas. The childminder plays games with children to help them to practise their knowledge of shapes and colours. She tests out their memory skills as they turn over play pieces and try to remember where they can find the corresponding colour card they need. Children delight when they successfully match their pieces. They are enthusiastic and engage well throughout the game.
- The childminder expands children's experiences to help them to learn about the

wider world. They refer to a world map and the different flags that identify countries. They find out which animals are found in which countries. Equally, children have opportunities to go out and about in the local community. This enhances children's knowledge of the world outside of their immediate area.

- Children enjoy sharing books and learn about different emotions and feelings from looking at pictures of facial expressions. Children show empathy. When asked by the childminder, they say that if a child is shy, they would hold their hand.
- Children are encouraged to lead active and healthy lifestyles. The childminder provides children with indoor and outdoor physical play opportunities. They visit the park, where they learn to balance on different equipment. Children understand the importance of regularly washing their hands and do so independently. The childminder talks to children about their recent visit to the dentist, and children know the importance of brushing their teeth regularly.
- The childminder asks children searching questions as they play. However, sometimes, she focuses her attention on those children who are more confident to answer. On other occasions, she asks too many questions of less-confident children without giving them the opportunity to think and respond. Those children who sometimes lack the confidence of their peers do not always have the same high-quality opportunities to demonstrate or build on what they know and can do.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs she must look out for that may indicate a child is at risk of harm, such as unusual physical marks. She understands the procedure she must follow if she has a safeguarding concern, including quickly reporting to the appropriate agencies, maintaining the correct documentation and storing records securely. She knows that she must report any concerns about adults who work with children to the appropriate professionals. She keeps her knowledge of current legislation and wider safeguarding issues up to date.

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

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

- strengthen teaching to be more reactive to children's varying levels of confidence so that all children have equally high-quality opportunities to learn.

## Setting details

<b>Unique reference number</b>	256415
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10206094
<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>	2 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 December 2015

## Information about this early years setting

The childminder registered in 1992 and lives in Norwich, Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She occasionally works with her husband, who is her assistant. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Julie Meredith-Jenkins

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her ambition for children.
- Children spoke to the inspector about the activities they were engaged in.
- The childminder and the inspector jointly evaluated a spontaneous activity.
- Parents provided written feedback about their children's experiences at the childminder's setting. The inspector took account of this feedback.
- The childminder and the inspector held discussions at appropriate times during the inspection, taking account of children's needs. The inspector looked at a sample of documents, including evidence of the suitability of the childminder and all household members.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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