

Childminder report

Inspection date: 14 October 2021

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 settle very well in the childminder's care. They are keen to learn and their behaviour is impeccable. This shows that children feel safe and secure. Children benefit from the warm relationships they share with the childminder and the other children who attend. They talk with confidence about what they have been doing at home. Children are content in their independent play. They make choices about what they would like to play with. Children become engrossed in imaginative play with small toys, talking to themselves about what is happening. Children learn the meanings of new words. They take part in regular cooking sessions. Children listen intently to the childminder as she explains the difference between 'heavier' and 'lighter' objects. They notice the numbers on the scales and start to learn about what these mean.

As a result of the COVID-19 pandemic, some children need extra support to get used to visiting new places. Since the restrictions from the pandemic have eased, the childminder has gradually introduced children to new environments, such as soft-play centres and singing sessions at the local library. Children are regaining confidence in new situations. The childminder helps children to be ready for school. She supports children to manage their own self-care and communicate their needs.

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

- The childminder notices what children are interested in and what they like to do. She uses these interests to help children to learn through play. The childminder has a good understanding of what children can already do and what they need to learn next.
- Children take part in interesting activities where they acquire knowledge and practise their skills. During their regular baking sessions, the childminder helps children to develop their hand and arm muscles as they mix ingredients together. Children stir the mixture independently. The childminder introduces children to describing words, such as 'sticky'.
- Children start to understand the meaning of numbers and learn to say numbers in order. The childminder helps children to count out objects from a group. She helps children to recognise the numbers that they see around them.
- The childminder shows children how to pronounce words correctly. For instance, she shows children how to say 'banana' when they say 'nana'. The childminder introduces children to a range of rhymes and songs. Young children sing 'Incy Wincy Spider' independently. The childminder regularly shares stories with the children.
- The childminder helps children explore early writing through making marks and patterns with crayons and chalk. She helps older children to recognise their names and start to recognise letter sounds, when they are ready. However, the

childminder sometimes introduces children to capital letters, rather than the lower-case letters that children will learn when they start school.

- Children are becoming more independent with their self-care. The childminder notices when they are ready to start using the potty or toilet. She works with parents to agree on a consistent approach to potty training.
- The childminder helps children to learn to respect others who may be different to themselves. She helps children to learn about equal opportunities for all. The childminder uses books and poems to help children to learn about gender and race, and why people should be treated fairly.
- Toddlers talk confidently for their young ages. The childminder helps them to expand on their sentences. For instance, she asks children 'and then what happened?' to encourage them to keep talking.
- Parents are very pleased with the care the childminder provides for their children. They appreciate her support and guidance. The childminder talks to parents about what the children have enjoyed doing. She provides detailed information about children's care routines. However, sometimes, the childminder does not share detailed information with parents about their child's stage of development.
- The childminder carries out her own reading and research to help her to continue to develop her skills. She keeps up to date with changes to early years guidance. The childminder has plans to make more use of her large outdoor space, to develop children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that may mean that a child is at risk from abuse or neglect. She understands how to take swift action to ensure that concerns about a child's well-being are reported to the relevant authorities. The childminder has a good understanding of how to keep children safe online. She helps children to feel confident to speak out. The childminder has undertaken training and research to ensure that she is aware of wider safeguarding issues, such as gender-based violence.

What does the setting need to do to improve?

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

- develop a more consistent approach to supporting children's early literacy skills, correctly using capital and lower-case letters when introducing children to letter sounds and first words
- provide more detailed information to parents about their children's stage of development, to help parents to continue their children's learning at home.

Setting details

Unique reference number	EY478054
Local authority	Norfolk
Inspection number	10076005
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 March 2016

Information about this early years setting

The childminder registered in 2014. She lives in Mattishall, near Dereham, Norfolk. The childminder operates her service Monday to Friday, from 7.30am to 6pm, all year round. The childminder offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

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 setting.
- The childminder spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector watched the childminder playing with the children and doing activities indoors. The childminder and the inspector evaluated children's learning.
- The childminder showed the inspector a range of documents, including evidence of suitability checks for adults living in the home.
- The inspector obtained parents' views through discussion and written feedback. She spoke to the children at appropriate times.

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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