

Childminder report

Inspection date: 10 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly nurtured in this inclusive and respectful setting. Their excellent behaviour and consistently positive attitudes show that they feel safe, secure and valued in the care of the childminder and her assistant. Children develop admirable independence. They show an expert knowledge of the daily routines, excitedly getting themselves ready for snack times and outdoor play. Children benefit from a diverse curriculum that focuses on embracing them as individuals, while helping them learn about equality. Children become engrossed in books about different types of families. They discuss families where children may be fostered or adopted. Children talk about their own home lives with confidence and pride. They regularly take part in sessions where they join 'Snap the dragon' to learn about the history of Norwich Castle.

Children become absorbed in play for long periods of time. They carefully concentrate and show very high levels of well-being. Children enthusiastically join in with a dough activity. They show their excitement as they laugh and mould the dough while listening to music. Children learn to roll, squash and 'splat' the dough, making their fingers 'dance' on the dough 'keyboard'. This helps them to build their small hand muscles in preparation for drawing and writing. Children relish listening to and joining in with the stories that the childminder enthusiastically brings to life with her expression and tone of voice. They are becoming confident and capable individuals who are very well prepared for starting school.

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

- The experienced childminder and her capable assistant have created a stimulating curriculum which prepares children for school and later life. They recognise that they play a vital part in helping children to become open-minded, tolerant and respectful individuals. Children learn about their rights. They are developing high levels of self-confidence and individuality, and are able to do many things for themselves.
- The childminder and her assistant embrace every opportunity to find out what children know and can do. They expertly build on this, helping children to achieve their next steps in learning through a balance of child-led play and precisely focused activities. The childminder recently recognised that children needed more practise with their fine motor skills, to be able to do up their coats and zips confidently. She introduced a daily dough activity to help children gain essential strength and control in their hand muscles.
- Children are inquisitive learners, curious to find out more. They confidently collect materials from the inside playroom to use in their learning outside. Pre-school age children show an interest in letters and sounds, asking what sounds letters make and placing them in a sequence to try and build a word. Children

becoming highly engaged with each other during pretend play, taking their toy dinosaurs on an exciting 'boat ride'.

- Children who speak English as an additional language receive close levels of support. Where a child receives additional funding, this is precisely used to ensure that all children access enriching experiences to build their knowledge of their communities and the wider world.
- Children's cultures are highly valued. Parents say that their children feel very proud after telling their friends about their celebrations for Chinese New Year. The childminder and her assistant embrace every chance to widen children's knowledge of the world and different types of people. For example, the childminder is currently working with the Norfolk Schools of Sanctuary to develop plans to teach early years children about refugee week.
- The childminder and her assistant have gone to great lengths to keep children learning during the COVID-19 pandemic. They planned activities for children to do at home, based on their next steps in learning. They provided parents with all resources needed for the activity and clear instructions. Regular video calls and online storytelling helped children to remain in touch with the childminder and her assistant.
- The childminder and her assistant work in close partnership with other childminders, local schools and children's parents. They aim to empower parents and offer them close support. They regularly seek the views of parents and children. Children say that they give the childminding setting 'one million and eighty hundred stars!'
- The childminder and her assistant work together to strive for continual improvements. The childminder is working towards an accreditation in a particular play method and her assistant is introducing yoga for children. Together, they have reduced non-essential paperwork to enable them to spend high-quality time with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant place the children at the heart of their decision-making. They ensure children are respected and listened to. They teach all children that they have a right to be safe. They explain to children about giving 'consent', for instance when they do or do not want a hug from a friend. They encourage children to expect privacy when toileting. The childminder and her assistant show a detailed understanding of the signs of abuse, including wider safeguarding issues, such as child exploitation. They speak confidently about how to record and report any concerns they may have about children's welfare. The childminder has achieved an accreditation in recognising meningitis. This is one of the ways she raises awareness, contributing to the promotion of children's welfare.

Setting details

Unique reference number	EY411008
Local authority	Norfolk
Inspection number	10113185
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	3 to 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	20 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in the centre of Norwich, Norfolk. She works with an assistant. The childminder operates her service from 7am to 6pm, Monday to Friday, all year round. She provides 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 childminder showed the inspector around the areas of the home and garden used for childminding.
- The inspector watched the childminder and her assistant playing with the children and doing activities indoors and outside. The childminder and the inspector evaluated children's learning and development.
- The childminder showed the inspector a range of documents, including evidence of suitability checks for adults living and working in the home, and first-aid certificates. The childminder held discussions with the childminder and her assistant about safeguarding and their professional development.
- The inspector obtained parents' views through written feedback. She spoke to the children and looked at books with them 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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