

# Childminder report

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Inspection date: 15 February 2022

<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 thoroughly enjoy their time with the childminder. They develop extremely close emotional security, readily going to her for reassurance and to invite her to join in their play. Children communicate well. They chat readily with the childminder and enjoy her interactions with them. The childminder actively listens to what children have to say. She responds positively to the babbles and individual words of younger children, supporting the development of their speaking skills. Children receive lots of praise and encouragement, helping them to build good levels of self-esteem. They come into the setting happily, demonstrating that they feel safe.

Children show a positive attitude to learning. They independently choose from a varied and interesting range of activities and resources. Children develop the coordination of their index finger and thumb to hold an item as they explore coloured chickpeas. They use large tweezers to transfer the chickpeas from one container to the next. Children quickly recognise that it is quicker and easier to use their hands and laugh as they scoop the chickpeas up. They readily share the resources and help each other collect up the chickpeas that have fallen on the floor. Overall, children learn about the importance of good hygiene.

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

- The childminder demonstrates a committed approach to her childminding provision. She reflects on the quality of what she provides, to ensure that she is meeting children's care and learning needs. The childminder is dedicated to making a positive difference to children's lives. She understands the knowledge that they need to succeed in life.
- The childminder knows the children very well and talks confidently about where they are in their learning and development. She plans activities to reinforce what they already know, and to build on their learning. Children enjoy making pictures with wooden tile shapes. They are encouraged to name the shapes and the colours of them. Children are pleased when they remember the word 'hexagon' and the childminder praises their recall. She encourages them to count how many sides the hexagon has.
- Children are inquisitive. Their natural instincts to discover and explore are actively encouraged by the childminder. For example, children talk about the chickpeas that they have been playing with and discuss whether they would float or sink in water. The childminder suggests that they test out their ideas and fetches the children a bowl of water.
- Children have daily opportunities for fresh air and exercise. They use local facilities, such as the park. The childminder takes children on outings to activity groups. She works with staff at the groups to help them get to know the

children. They work together to meet children's individual interests.

- The childminder gives high priority to supporting children's speech and communication skills. She engages children skilfully, modelling conversation and introducing new vocabulary. Children are encouraged to repeat words back to the childminder and become confident communicators.
- Children behave very well. The childminder sets clear and consistent boundaries for their behaviour. Children know what is expected of them. They play well together, are polite and respond well to the childminder's high expectations. The childminder is a good role model. She is calm, gentle and treats children with positive regard.
- Children are helped to understand the importance of washing their hands before eating. They are working towards managing this independently as part of school readiness. However, the childminder is not so vigilant about helping children to learn about the importance of hygiene and privacy during nappy changing.
- The childminder builds strong partnerships with parents. She keeps them informed about their children's day and learning. Information is shared daily. Parents state that their children have 'flourished in her care' and that she is a 'wonderful caregiver'. Parents appreciate the support that the childminder gives them, reporting that 'everyone's well-being is important' to her.
- The childminder has established effective partnerships with other settings that children attend. There is a successful two-way flow of information that helps to ensure children's individual needs are identified and addressed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to protect the welfare of children. She understands the importance of being aware of events in children's home lives to ensure that she is able to safeguard their well-being. The childminder is aware of the indicators of abuse. She has recently renewed her child protection training to ensure that she knows how to report concerns in line with the local safeguarding children partnership procedures.

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

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

- organise nappy-changing routines to help children learn about consistent hygiene procedures and privacy.

## Setting details

<b>Unique reference number</b>	EY446181
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10217582
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Shiphams, Norfolk. She operates from 7.30am to 5.30pm on Monday, Tuesday, Thursday and Friday. On Wednesdays she offers care from 7.30am to 9am and from 3pm to 5.30pm. Care is provided all year round, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Jacqui Mason

## 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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The inspector and the childminder held a discussion to understand how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and the qualifications of the childminder. She also discussed the childminder's self-evaluation.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written testimonials and emails.

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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