

Childminder report

Inspection date:

28 September 2022

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 build secure attachments with the childminder and demonstrate that they are happy in her care. They show they feel emotionally safe and secure as they arrive smiling and eagerly explore the resources available to them. Children are confident to approach the childminder when they want help or to explore new activities and they actively seek her to join in their play. They are social and play happily alongside each other. For example, children choose from a wide range of tabletop games and celebrate each other's success at completing the game first.

Children behave well. The childminder values children's independence and celebrates their efforts by giving praise and encouragement when they try tasks for themselves. This helps to develop children's confidence and raise their self-esteem. Children are familiar with the daily routine. The childminder provides a variety of adult-led activities along with lots of opportunities for children to make their own choices. This helps to support children's decision-making skills. The children enjoy lots of physical outdoor play. For example, they visit local play areas and explore woodland, where they create dens and learn to take appropriate risks as they climb trees.

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

- The childminder knows the children in her care exceptionally well. She offers play dates with the children and their family members prior to them joining the setting. The childminder gathers detailed information about the children, including their routines, to enable her to provide continuity in their care.
- The childminder carefully considers children's individual needs when planning learning experiences. For example, the childminder shared a story with the children about trips to the dentist and created a 'dentist' role-play area. This helped her to support a child in preparation for their visit.
- The childminder understands the importance of developing children's communication and language skills. She talks to children during activities and supports them to build their vocabulary. For instance, the childminder encourages the children to create names for their favourite play areas, such as 'the dyke by the spiky pine tree'.
- Children make good progress in their learning and development. The childminder supports children's understanding of numbers particularly well. Children recognise numerals as they engage in various tabletop games. The childminder helps children to develop their sequencing and awareness of value as they count everyday objects, such as pears and leaves that they collect from trees.
- The childminder interacts well with the children and engages them throughout a range of planned activities. Children demonstrate good levels of concentration as

they complete tasks set by the childminder. They are given plenty of opportunities to explore resources freely, such as small-world toys. However, occasionally, the childminder directs children's creative play instead of allowing them time to express their own thoughts and ideas.

- The childminder supports children to manage their independent self-care skills. For example, children dress for outdoor play, wash their hands and eat independently. The childminder teaches the children to take care of the resources and tidy away toys that they have finished playing with before selecting new ones.
- Partnerships with parents are good. Parents speak very highly of the childminder. They comment on her excellent relationship with the children and the wide range of stimulating activities she provides. The childminder shares regular communications with parents about their children, including information about activities they take part in and suggestions for support at home.
- The childminder keeps her mandatory training, such as first aid and safeguarding, up to date. She keeps abreast of any new changes in childcare through her links with her early years adviser. The childminder reflects on the activities she provides to identify any areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to protect children and keep them safe. She has a very good understanding of the signs and symptoms of abuse. The childminder is aware of the correct procedures to follow and who to contact if she has concerns about children's welfare. She attends regular safeguarding training to stay up to date with key changes in policy. The childminder has a good understanding of broader areas of safeguarding, including extremism and female genital mutilation. She uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- increase opportunities for children to explore their creativity and develop their own ideas.

Setting details

Unique reference number	255850
Local authority	Norfolk
Inspection number	10234453
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 October 2016

Information about this early years setting

The childminder registered in 1996 and lives in Terrington St Clement, Norfolk. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Louise Harris

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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector took account of parents' views.
- The childminder provided the inspector with a sample of key documentation on request.

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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