

Childminder report

Inspection date: 3 October 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 are happy and show that they feel safe in the childminder's warm and attentive care. They go to her for a cuddle when they need reassurance and seek her out to play with them. The childminder is passionate about creating a home-from-home environment. This enables children to build a strong bond with her. Children behave well and play cooperatively with their friends. The childminder helps them to feel proud of their achievements, congratulating them on sharing and taking turns. Children have good manners and care for their environment. They work together to tidy away their toys as they enthusiastically sing their tidy-up song.

Children make good progress in their learning and development. This is due to the childminder having a well-planned curriculum that meets their interests and needs. For instance, children made links between an empty snail shell they examined on an 'autumn tray' inside and a live snail they found in the garden. The childminder helped them to learn about the way snails move and what they eat. Children have developed a love for books. They eagerly join in with dancing and actions as the childminder brings the stories to life. Children complete endings to stories and shout out familiar phrases with excitement.

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

- The childminder knows the children well. She plans engaging activities that are based on the children's individual needs. She makes sure that she gathers in-depth information about children's starting points. This ensures that children make good progress in their learning and development. The childminder quickly identifies any gaps in children's learning and puts appropriate support in place.
- Children learn about mathematical concepts throughout their play. They learn how to count through songs and stories. The childminder teaches children about shape and size. For example, the children compared pumpkins as they eagerly explored the 'autumn tray' and judged whether they were heavy or light.
- The childminder ensures children are well equipped to start school. They learn to become independent and are confident in their self-care skills. For example, the childminder encourages children to persevere with putting on their shoes. This motivates children to keep trying and to succeed in their task.
- The childminder helps children to understand how to lead a healthy lifestyle. They enjoy regular outings and have plenty of opportunities for fresh air and exercise. The childminder teaches children about healthy lunch options and the importance of a balanced diet. She thinks of creative ways for children to learn about good oral health. For example, children use toothbrushes to clean 'germs' from pretend teeth and practise how to brush their teeth correctly.
- Children are inquisitive learners. They are constantly engaged in activities and

happily play on their own and alongside their peers. They show determination throughout activities and persist with challenging tasks. For instance, children use pincers to skilfully pick up pom-poms and place them into the correct part of a puzzle. They confidently identify all the colours and take pride in their achievement.

- The childminder has developed strong parent partnerships. She keeps parents well informed about their children's learning and development. The childminder provides parents with knowledge and ideas to help support children's next steps at home. Parents comment that the childminder is caring and attentive and challenges their children to grow and explore. They speak highly of her setting and say how supportive she is to the children's individual needs and interests.
- Overall, the childminder supports children's communication and language skills well. She talks to the children continuously and engages in meaningful conversations. However, the childminder does not consistently support younger children's development of speech and language. For instance, when children say a word incorrectly or struggle with pronunciation, the childminder does not always encourage them to repeat the word correctly.
- The childminder reviews her practice to implement improvements. She attends regular training to enhance her professional development. This helps her to continue to support children's learning and development effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to protect the children in her care. She completes effective risk assessments of the indoor and outdoor environments to ensure they are safe for the children to use. The childminder knows the procedure to follow if an allegation is made against herself or her family. She can identify potential signs of abuse and children who may be at risk of radicalisation. She knows who to contact if she has concerns about a child, or if she needs further advice and guidance. The childminder maintains necessary and effective records and documentation about any accidents or concerns.

What does the setting need to do to improve?

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

- build on communication and language interactions with children to ensure that they make the best possible progress with their speech and language development.

Setting details

Unique reference number	EY452653
Local authority	Norfolk
Inspection number	10235947
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	2 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Taverham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laura Redmond

Inspection activities

- This was the first routine inspection that 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 the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at relevant documentation.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed interactions between the childminder and the children and assessed the impact these have on children's learning. The inspector and the childminder reflected on a learning experience for the children.
- The inspector took account of the views of parents. The childminder also shared parents' written comments and reviews with the inspector.

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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