

Childminder report

Inspection date: 12 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 develop good bonds with the childminder and her assistant. They are relaxed and happy in their care. Children delight in exploring the varied resources and equipment throughout the play cabin. They are keen to show the inspector their favourite toys. They create long train tracks and delight in counting how many cars their engine can pull. The childminder encourages children to play together kindly and shows them how to make the track bigger so there is a larger space to share. Children's behaviour is good and they treat each other with respect. Children fetch items for babies that they cannot reach. They love books and pretend to read to themselves and friends, pointing to the different animal illustrations and naming each creature.

Children persevere with tricky tasks with the childminder's encouragement. She shows them how to twist up glue sticks and praises them as they try repeatedly to master skills. The childminder and her assistant have high expectations for all the children in their care. They celebrate children's achievements, no matter how small. Children glow with pride as they talk about how they have used the toilet and get a 'high five' with warm praise.

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

- The childminder delivers a varied and interesting curriculum that focuses on promoting children's foundational skills and preparing them for their next steps in education. She knows the children well. The childminder uses her observations of children and conversations with parents to identify children's strengths as well as areas they may need extra support in. The childminder uses feedback from parents and her own reflections to plan changes and improvements.
- The childminder and her assistant speak to children in a warm, enthusiastic manner. They use routine activities as opportunities to encourage children to recall prior learning. For instance, the childminder asks children to count out and identify coloured bowls during snack times.
- Children and babies delight in playing together in the garden, on the see-saw and in the tent. They laugh as they crawl through the tunnel and pop out to meet their friends. The childminder's assistant teaches them how to play a large garden game with counters. They practise taking turns and collecting the pieces for each other. The childminder shows children how to use bubble wands and they focus carefully as they practise the technique.
- The childminder fosters children's interest in the world around them. She provides resources, such as magnets, shapes and natural materials, for children to explore and create with. However, at times, she does not provide children with the appropriate scientific or mathematical language to help them develop

their understanding of key concepts.

- The childminder and her assistant promote children's communication skills well. They pronounce words clearly and draw older children into conversations about their ideas and what they are doing. They adapt their speech for younger children and babies with gestures and key words, listening and watching closely for their responses.
- Parents praise the childminder and her assistant's caring, supportive approach. They note how settled and happy their children are and how they love the variety of activities and outings offered.
- The childminder provides a range of art and craft activities, such as making hedgehog collages. Children enjoy these activities and look forward to taking their work home for their parents. However, the childminder sometimes provides a high level of direction to complete the projects. This means the children are not freely or fully exploring the materials on offer to help develop their creative skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs and symptoms that may indicate a child is at risk of harm. They understand how to identify and report concerns, including those about adults who work with children. The childminder organises regular refresher training to keep their knowledge up to date.

What does the setting need to do to improve?

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

- increase the promotion of specific language to promote children's ability to understand concepts and make connections in their learning
- extend opportunities for children to express themselves creatively and to explore a wide range of media and materials to develop their skills.

Setting details

Unique reference number	EY259311
Local authority	Norfolk
Inspection number	10234716
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	13
Date of previous inspection	22 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in North Walsham, Norfolk. She operates from 7.15am to 5.15pm, Monday to Thursday, and from 7am to 4pm on Fridays, all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 childminder.
- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, the childminder's assistant and the children at appropriate times during the inspection. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The childminder completed a joint evaluation of an activity with the inspector.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

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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