

Childminder report

Inspection date:

9 November 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 settled in the care of this warm, affectionate childminder. They develop secure attachments and enjoy spending time in the welcoming environment. Babies crawl onto the childminder's lap and snuggle closely to look at books. Young children giggle and laugh as they join in with games of peekaboo. Babies explore their environment with confidence. They babble and point to communicate their interests. They delve into boxes of play food and pick out items that interest them.

Children have positive attitudes to their play. Babies persevere as they learn to balance and take their first steps. The childminder offers gentle encouragement and positions furniture nearby for babies to use as support. She tells them 'keep trying' and 'well done'. This supports their self-esteem. Young children enjoy playing imaginatively. They spend time putting dolls into high chairs and pretend to feed them with spoons.

The childminder helps children develop a love of books. Children become engrossed in turning pages and lifting flaps. They smile and point to familiar pictures. The childminder captures children's interest in stories by changing the pitch and tone of her voice. This helps young children maintain concentration until the end of the book.

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

- The childminder supports children's mathematical development effectively. She incorporates simple counting and colour recognition into most activities. For example, she repeats numbers in order to embed learning. Children show a keen interest in naming colours as they play. They name red, purple and blue as they examine coloured blocks.
- The childminder plans sensory activities for children. Children enjoy feeling the texture of wet sand. Babies investigate sieves and show control when scooping sand into containers. Older children incorporate dinosaurs into the sand. They press them into the mixture and notice patterns. The childminder supports children's learning and talks about big and small 'footprints'.
- Children's behaviour is good. They share toys and play gently alongside each other. The childminder encourages children to take turns. For example, she reminds older children to let babies turn pages in books. Children show kindness. Without being prompted, they pass drinks bottles to each other.
- The childminder plans a curriculum based on children's interests. She clearly understands how to extend children's learning and uses assessments to identify their next steps. She liaises well with outside agencies to support children with special educational needs and/or disabilities.

- The childminder has a positive attitude to improving her own practice. She engages with professional development to sharpen her skills and knowledge. She is proactive in networking with other professionals to share ideas.
- Children's language skills are promoted through nursery rhymes and songs. Babies giggle as the childminder sings 'The wheels on the bus'. Older children freely join in with actions and words. The childminder uses stories to model language and introduce new vocabulary. For example, she invites children to feel the texture of sensory books. She uses the words 'smooth' and 'shiny'.
- Parents speak warmly of the care their children receive from the childminder. They describe her as 'amazing' and say their children love attending. Parents are appreciative of the support the childminder provides with wider aspects of their children's development, including sleeping and toilet training.
- The childminder supports children to have regular exercise and fresh air. She takes them to the park and for walks to her allotment. She uses these visits to enhance children's experiences. For example, children help to pick pears and build a compost pile.
- The childminder promotes children's health. She provides healthy snacks and ensures portion sizes are appropriate. She uses story time to introduce books about teeth and oral health.
- The childminder plays closely with children and shows an interest in what they are doing. However, sometimes interactions are focused more towards the age and stage of development of the oldest children. The childminder does not always fully consider how she can provide babies with consistent high-quality interactions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and treats them with kindness. She has a good understanding of how to report concerns and keep up to date with safeguarding training. This includes knowing who to contact to make a referral. She shows an awareness of wider safeguarding issues, such as female genital mutilation. She recognises the importance of tracking attendance and acting immediately on any concerns. The childminder knows how to identify and minimise risks to keep children safe.

What does the setting need to do to improve?

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

- strengthen teaching further to ensure children of all ages receive consistent high-quality interactions.

Setting details

Unique reference number	256551
Local authority	Norfolk
Inspection number	10234455
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	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 1999. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and Christmas. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in the evaluation of the provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector looked at a range of 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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