

Childminder report

Inspection date: 12 December 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

The childminder provides a welcoming and homely environment. Parents say that the childminder is caring and warm to children. As a result, children settle quickly on arrival, which shows that they feel happy, safe and secure. Older children demonstrate confidence as they explore the learning environment and join in with activities the childminder plans. Younger children return to the childminder for reassuring cuddles when they become tired.

The childminder is a positive role model. She is kind and attentive in her approach as she supports children to understand their emotions and those of others. As a result, children have a clear understanding of behavioural expectations, and older children can be heard reminding younger children to take turns and share resources during their play.

The childminder utilises the facilities in her local community to enhance children's learning. For example, children learn about road safety and people who help us during outings. The childminder provides opportunities for children to develop their confidence in social situations through visits to the local park, museum and library. The childminder promotes oral health and children participate in tooth-brushing activities.

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

- Since the last inspection, the childminder has updated her professional development and used new knowledge to reflect on the provision she offers. She has attended a variety of courses to assist her in reviewing the curriculum activities provided and how she supports children's learning.
- The childminder gathers information from parents about children's starting points. The information is used to plan a variety of learning opportunities which cover the prime and specific areas of learning based on children's interests.
- The childminder supports children to develop their physical skills indoors and on outings to the local park. She provides opportunities for children to develop their early writing and mark-making skills. For example, children use water pens and pads to make marks on an absorbent mat.
- Children make good progress with their mathematical knowledge. They are learning to use mathematical language in their play. For example, as children join in with the adult-led play dough activity, they use words such as 'big', 'small', 'flat' and 'round'. Children recognise basic shapes, such as 'circle', 'star' and 'heart', as they press cutters into play dough to make 'cookies'.
- The childminder supports older children to test out their ideas as they create 'volcanoes' out of play dough. However, occasionally, the childminder does not adapt activities to make the most of opportunities to provide challenge to fully

extend younger children's learning.

- Older children's vocabulary development is supported well. Children join in taking turns in conversations as they describe their volcano as having 'hot, oozing lava'. However, opportunities to develop the communication and language skills of younger children and those who speak English as an additional language are not always appropriate for their age and stage of development.
- Children's self-care needs are supported effectively by the childminder. The childminder promotes independence from a young age. Children are supported to wash their own hands and put on their shoes and coats independently. During mealtimes, younger children are encouraged to feed themselves with cutlery, and older children cut up their own fruit at snack time. As a result, children are well prepared for their next phase of education.
- The childminder has developed close links with other early years providers that children attend or move on to, which supports smooth transitions and enhances learning.
- Partnerships with parents are strong. The childminder sends monthly newsletters to parents, which include information about healthy eating and oral health. Parents are very complimentary of the service the childminder provides. Parents like the range of activities offered by the childminder. They are particularly positive about activities the children access in the local community. Parents feel well informed about their children's progress through discussions with the childminder and the online app.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She attends regular safeguarding training to ensure that her knowledge of local reporting procedures is up to date. The childminder knows how to report concerns about children's welfare and understands the need to report allegations against herself or others in her home to the local authority designated officer. The childminder is knowledgeable about the signs and symptoms of abuse and wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. The childminder carries out risk assessments of her home, activities and outings to ensure that children are safe.

What does the setting need to do to improve?

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

- develop the quality of teaching further to ensure that activities for younger children are carefully planned and accurately targeted to promote children's next steps in learning and support them to make the very best progress
- develop the curriculum intent for communication and language, to create a language-rich environment.

Setting details

Unique reference number	256478
Local authority	Norfolk
Inspection number	10263627
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 1996 and lives in Wymondham, Norfolk. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrystal Buck

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.

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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