

# Childminder report

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 knock on the childminder's front door, keen to enter and start their day. They separate from their parents easily, which shows that they feel safe and secure. Children become excited about the activities on offer and quickly settle down to play. They find toy animals they recognise and show them to the childminder. The childminder extends children's play and asks, 'Which one is the horse?' She engages children to join in games and songs. Children laugh and giggle as they excitedly repeat animal sounds and actions. Children search for their favourite toy cars and play with them imaginatively. For example, they investigate toy garages and find ways to push cars down ramps.

The childminder engages children in new learning experiences. For example, she models how to open and close clips and latches on activity boards. Children are fascinated and eager to have a go. The childminder steps back and gives children time to explore and practise. She is quick to offer encouragement and says 'keep going' and 'well done'. This inspires children to carry on. Children clap their hands and celebrate their own achievements when they are successful. They spontaneously embrace the childminder with hugs as part of their celebration.

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

- The childminder is reflective and evaluates her provision to identify areas for development. For example, she has ambitions to further improve her outdoor provision to include more activities which support children to develop their fine motor skills. She regularly networks with other childminders to share good practice and resources.
- The childminder encourages children to do things by themselves to aid their growing independence. Children feed themselves at snack time and wipe their own hands and faces. When children get ready to play outside, the childminder asks, 'Can you find your shoes?'
- Children benefit from exercise and fresh air in the childminder's spacious garden. They run up and down slopes, giggling as they chase each other. Children push themselves along on ride-on toys. They show curiosity as they explore the flowers and plants they see. The childminder supervises children closely to ensure their safety. She holds their hands as they walk down steps.
- The childminder plans stimulating outings that provide children with a rich set of experiences. For example, she arranges regular trips to local parks, zoos and libraries. This helps to develop children's confidence and social skills.
- Children's behaviour is good. They help to tidy away toys and are keen to return them to where they belong. Children show that they know the routines. For example, they line up at the door to go outside. The childminder is a positive role model. She models turn taking. As the childminder shares out toy cars, she

comments, 'One for you and one for you.'

- The childminder continuously assesses children's progress. She records children's starting points and tracks their progress to help inform her curriculum. The childminder has a secure knowledge of each child and they quickly move on to their next steps of learning. For example, the childminder uses story times to reinforce children's knowledge of colours and numbers.
- Children's communication and language are promoted. The childminder initiates conversations with children and gives them time to respond. For example, following a recent trip to the zoo, the childminder asks, 'What animals did we see at the zoo?' She provides narration of children's play and introduces new vocabulary. The childminder uses the words 'engine' and 'traffic' as children play with toy cars.
- Parents report very positively about the childminder's service. They describe her as being 'kind' and 'caring'. They say that their children have formed strong bonds and that they love attending. Parents say that the childminder offers the highest standards of care and that they are kept fully informed of their children's learning and development.
- Children enjoy the sensory experience of using cotton wool to make 'sheep' pictures. They strengthen their finger muscles as they pull the cotton wool apart. However, children are not always encouraged to use their imagination. The childminder gives children pre-prepared sheets and she spreads the glue on for them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She can identify the different signs and symptoms of abuse. This includes wider safeguarding issues, such as female genital mutilation. The childminder has clear procedures to follow if she is concerned about a child. She understands how to record and report allegations against herself or members of her household. Attendance and accident records are maintained accurately. This contributes to identifying any emerging patterns that could indicate that a child is at risk. The childminder regularly risk assesses her home to ensure that it is always safe and suitable for children.

## What does the setting need to do to improve?

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

- strengthen creative opportunities to allow children to use their imagination and explore a range of media and materials.

## Setting details

<b>Unique reference number</b>	EY395228
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10280180
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 September 2017

## Information about this early years setting

The childminder registered in 2009 and lives in North Walsham, Norfolk. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays, family holidays, Easter and Christmas. 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 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 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 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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