

# Childminder report

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Inspection date: 9 May 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 are very happy in the care of this friendly, nurturing childminder. They show a sense of belonging in the childminder's home. Children move between play areas confidently and know where their favourite toys are kept. They make independent choices and quickly become engrossed in their play and learning. Babies investigate activity cubes. They move beads along wires and giggle when beads spin around. Children play imaginatively with dolls. They wrap them in blankets and snuggle them into prams, commenting, 'My baby is asleep'. Children decide to set out 'tea parties'. They lay tables with plates and cups and select play food for their game. They tell the childminder, 'Cupcakes are my favourite'.

Children solve problems as they play. For example, they make several attempts at stacking play food to make a 'tower sandwich'. The childminder observes closely, giving children timely reassurance when their tower collapses. She says, 'Keep trying'. This helps children to build resilience. Children celebrate when they successfully stack their sandwich, giving the childminder high-fives. Children love spending time playing with the childminder. They have close, affectionate relationships with her, embracing her with spontaneous hugs. Babies clamber onto the childminder's lap for cuddles.

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

- The childminder continuously assesses children's progress. She records children's starting points and tracks their progress to help inform her curriculum. She responds to children's spontaneous play and emerging interests. As a result, children make good progress.
- Babies feel safe and emotionally secure. The childminder ensures that nappy changes are gentle and comfortable. She talks to babies throughout, helping them to feel involved. When babies wake from their sleep, they are greeted warmly and are gradually introduced back into their play.
- Children's independence is promoted. Babies wipe their own hands and feed themselves yoghurt with spoons. Older children change into dressing-up costumes. They put on their shoes when they want to play outside. The childminder encourages children to take part in daily routines. She asks children to set out chairs in preparation for snacks and lunches.
- Children develop a real love of books. Babies spend time choosing books they like. They help to turn pages and babble happily as the childminder reads to them. Older children sit quietly for long periods and are enthralled by interesting stories. The childminder uses story times to extend children's vocabulary. For example, she uses the words such as 'bumpy', 'scratchy' and 'smooth' as she reads sensory books.
- The childminder ensures children that have daily exercise and fresh air in her

garden. Children ride on balance bikes, expertly changing direction. Babies are self-assured in taking risks and trying new things. For example, they balance on one leg as they climb onto ride-on toys.

- Partnerships with parents are strong. Parents say their children have 'flourished' in her care and are always excited to attend. They report that they 'trust her completely' and appreciate the wide range of activities and experiences she provides for their children.
- The childminder ensures that her premises remains safe and suitable for children. She undertakes risk assessments and teaches children about safety. For example, children know the importance of holding onto the childminder's hands when walking in the local area.
- Children's early mathematical development is promoted. The childminder makes the most of opportunities to reinforce their knowledge of colours, shapes and numbers. She shares mathematical picture books with children and encourages them to use their fingers to count. Children count past ten and name triangles and circles as they play.
- The childminder works with local authority advisors. She uses this partnership to gain valuable updates and identify her own training needs. However, she has not fully considered how she can work more closely with other settings that children attend to promote continuity in children's care and learning.
- The childminder gives clear narration of children's play. She describes how colours change as children mix paints. However, she does not always model the correct word to support younger children to develop their growing vocabulary.

## Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and are treated with the utmost respect and kindness. The childminder keeps her safeguarding training up to date and has a good knowledge of the different types of abuse and its signs and symptoms. She keeps all required records, including children's attendance, and has clear procedures to follow if she is concerned about a child. The childminder knows how to report allegations against herself or a household member.

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

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

- strengthen relationships with the other settings to encourage effective information-sharing and provide greater continuity in children's learning and development
- help younger children to extend their growing vocabulary by demonstrating to them how to pronounce words correctly.

## Setting details

<b>Unique reference number</b>	256352
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10285652
<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>	0 to 9
<b>Total number of places</b>	5
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	13 October 2017

## Information about this early years setting

The childminder registered in 1994 and lives in Horsford, Norwich. She operates all year round, Monday to Friday, from 7.30am to 5.30pm, except for bank holidays, family holidays 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 this into account in her 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.
- Children spoke to the inspector about the activities they were doing.
- A number of parents provided written feedback and the inspector took account of their views.
- 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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