

# Childminder report

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Inspection date: 22 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 arrive at this warm and welcoming setting with excitement and a keen interest to learn. They have formed a close relationship with the childminder and her assistant and eagerly explore their environment. Children have a strong sense of belonging and settle in quickly. They are kind and considerate to their peers and are aware of behaviour expectations. For example, older children instinctively share their toys with younger children and offer them a helping hand when needed. The childminder and her assistant implement a culture of respect with all children. They talk to children about their similarities and differences and celebrate their home cultures. This helps children to learn about the wider world around them and prepares them for life in modern Britain.

Children are supported to develop their independence. They are encouraged to wash their hands before meals and learn fun methods of putting on their coats. The childminder praises children for their achievements, and they delight in her approval. As a result, children develop high levels of self-esteem. Children show a love for reading. They gather around the childminder while she enthusiastically reads a story about firefighters. Children excitedly contribute their ideas and remember that they can call '999' if they need help.

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

- The childminder has a well-designed curriculum and demonstrates a good understanding of how children learn and develop. She gathers detailed information from parents when children first start to build on what they already know and can do. The childminder and her assistant have an effective system to monitor and track children's development. Regular assessments help them to quickly identify emerging gaps in children's knowledge and skills. This enables them to plan next steps in their learning and put support into place.
- The childminder and her assistant support children's growing language and communication skills. Children speak with confidence and engage in meaningful conversations throughout their play. However, on occasion, the childminder and her assistant ask children questions in quick succession. As a result, children are not given enough time to think and respond, which limits opportunities for them to process and express their ideas.
- Parents speak highly of the childminder and her assistant. The childminder ensures she has effective communication with parents and keeps them well informed about their children's learning and development. Parents discuss how the childminder provides a home-from-home environment that is welcoming, loving and nurturing. They also discuss how well the childminder and her assistant support children's individual needs and ensure they develop the skills to be ready for the next steps of their education.

- The childminder plans activities that support children's early literacy and mathematical skills well. For example, children practise writing their names with chalk on the ground in the garden. Children confidently recognise and identify a variety of shapes and colours on picture cards at group time. Activities are well thought out and help children to develop a love for learning.
- Overall, the childminder and her assistant provide an environment that promotes children's understanding of leading a healthy lifestyle. Children have ample opportunities to play in the fresh air each day in the well-resourced garden. For instance, children giggle with excitement as they race around the garden on bicycles while the childminder tries to catch them. When children first start at the setting, the childminder provides parents with information on healthy foods. However, she does not fully develop children's understanding of how a healthy diet helps to promote their health, growth and development.
- The childminder is highly reflective in her practice and shows a genuine passion for supporting children and their families. She wants children to achieve the best they can. The childminder is committed to enhancing her and her assistant's professional development. They keep their knowledge up to date by completing regular training to develop their skills, for example learning how to support children with specific medical needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to keep children safe while in her care. She confidently discusses the actions she would take if a child was at risk from harm and where concerns would be reported, if necessary. The childminder knows the appropriate procedure to follow if concerns were raised about herself or a member of her household. She can identify signs and symptoms of abuse and is alert to issues such as female genital mutilation. The childminder provides a clean environment for children to play in and uses risk assessments effectively to keep the children safe in her home.

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

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

- give children more time to think and respond to questions so that they can express their own ideas and thoughts
- increase opportunities for children to develop their understanding about the benefits of healthy eating.

## Setting details

<b>Unique reference number</b>	EY491594
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10285673
<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>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	13 October 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Roydon, Norfolk. She operates all year round, from 7.45am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

## Information about this inspection

### Inspector

Laura Redmond

## 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 childminder.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector spoke to parents, viewed written feedback and took account of their views.
- The inspector observed the quality of teaching to assess the impact of this on children's learning.
- The inspector held discussions with the childminder and her assistant and looked at relevant documentation and evidence of suitability.

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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