

# Childminder report

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Inspection date: 12 July 2023

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| <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 enjoy their time with the playful childminder. Children, especially the older pre-schoolers, giggle as she uses humour to give the wrong word in a story that they know well. Children recall their past learning and demonstrate what they know. The older children confidently explain what happens when blue and yellow food colouring is mixed together as they make dough with the childminder. They get along very well together as a result of the childminder's clear intention to help them develop empathy for others.

The experienced and well-qualified childminder delivers a wide and varied curriculum for children. She has a good understanding of the areas of learning and the key skills that children need to develop to be ready for their future education. Some aspects of her knowledge of how young children develop are particularly strong, for example supporting children to develop their communication and language skills. The childminder's teaching is effective. For example, children join in with regular song time. The childminder writes the names of nursery rhymes and draws a small picture on individual wooden lollipop sticks so that children can choose what rhyme they can share next. This helps to develop their early literacy skills. The childminder encourages children's imagination as they sing about speckled frogs and they all, including the childminder, take turns pretending to dive and splash into water.

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

- Children benefit from conscientious teaching from the childminder based on knowledge that she has gained through her ongoing professional development. As a result, children make good progress in their learning.
- Children make very strong progress with their communication and language. The childminder is mindful to sing songs with them often, and she shares well-selected stories. She helps children recall and pronounce new words, such as 'transparent', clearly. She gently reflects back the use of the correct pronunciation of past tense words, for example 'dug' when children say 'digger'.
- Children benefit from trips out in the local community to groups with peers of their own age and to meet people who live near them, such as at a local café. The childminder works with other local groups to establish initiatives that support local families and benefit the children. For example, she strives to find ways to help those children moving up to school to be able to meet their new peers in informal settings with their parents over the summer. She also works closely with staff at the local school, having developed effective partnerships with them.
- Children listen to the childminder and usually take account of what she says. However, at times, the childminder does not fully consider the use of alternative

approaches to encourage all children to do as she asks before she intervenes.

- The childminder introduces a range of new information to children. They learn about healthy eating during conversations and by following a theme relating to 'The Very Hungry Caterpillar'. However, the childminder does not fully consider how to add depth to her curriculum planning, for example by including shapes, space and measure in mathematics. For example, she does not tell older children about the names of measurements, such as grams or millilitres, when they help to make play dough.
- Children remain engaged in meaningful activities. They choose from some resources that are available to them and that reflect what they are interested in. They also join in confidently with enjoyable adult-led activities. The playroom is full of a range of suitable resources, but some of these are not presented in a way that encourages children to select them independently and freely.
- Parents particularly value that the childminder shares her knowledge of child development with them and helps them to identify ways to support their child at home. They also comment on how dedicated the childminder is to helping their child have positive experiences. The childminder lends children books to share with their parents so they can support their child's emerging literacy skills at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to recognise and support children who may be at risk from abuse or neglect. She completes relevant training so that her knowledge is up to date. The childminder explains how she is vigilant about any changes in children, and the records that she keeps in relation to safeguarding. She discusses when she would share information with other agencies to seek to protect children from harm. The childminder has clear procedures to ensure the safe use of technology and the protection of children's and families' personal information 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:**

- consider the use of alternative approaches to encourage children to respond positively to guidance or instructions
- review the curriculum planning so that children benefit from challenge that extends their learning further
- consider ways to develop the learning environment so that it invites children to choose and access resources more independently.

## Setting details

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| <b>Unique reference number</b>                     | 256546  |
| <b>Local authority</b>                             | Norfolk   |
| <b>Inspection number</b>                           | 10225555  |
| <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 8  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 9   |
| <b>Date of previous inspection</b>                 | 14 July 2017  |

## Information about this early years setting

The childminder registered in 2000 and lives in Talcolneston, Norfolk. She operates on Monday and Wednesday, from 8am until 5pm, and on Thursday from 8am until 6pm. The childminder is also open before and after school on Tuesday. She is open all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## 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 inspector spoke with children about their play and learning.
- Parents shared their views about the childminder's provision with the inspector. The inspector also reviewed written feedback from parents.
- The childminder shared information about her curriculum for children with the inspector.
- The inspector and the childminder carried out a joint evaluation of a learning activity that the children completed.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key 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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