

# Childminder report

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Inspection date: 1 February 2024

<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 happy in the childminder's nurturing care. They approach her for frequent cuddles and show that they feel emotionally safe. The childminder responds to children's care needs effectively. She gives them reassurance and comfort when needed, such as when visitors arrive. Children know the routines within the home, and this supports their feelings of security. For example, they help to tidy away toys in the correct place. The childminder praises children's efforts and successes, to support their self-esteem. Children proudly show her how they can flip their coat over their head to put it on. They beam with delight when she tells them they are clever.

Children show good attitudes to learning. They confidently explore the positive learning environment, engaging with activities that spark their interest. Babies investigate the texture of sensory balls. The childminder models simple counting to babies as she rolls balls across the floor. Older children are involved in making decisions. The childminder invites them to choose a 'song spoon'. Children enjoy the responsibility and take an active part in singing familiar songs. The childminder promotes turn taking as children interact with their friends. She helps share out play food, commenting, 'One for you and one for you'. Older children copy her kindness, offering help to babies as they wash their hands.

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

- The childminder plans activities based on the children's current interests and development. She interacts with children during their play to extend their knowledge beyond what they already know. For example, she explains what shadows are as they play outside.
- The childminder has ongoing dialogue with children, asking them questions and listening carefully to their responses. She names key words for babies and leaves time for them to repeat them back. For example, she introduces the names of farm animals and explains what sounds they make. Babies giggle and join in with 'quack quack'. Interactions are meaningful and woven with new vocabulary. The childminder introduces the words 'germs' and 'hygiene' as children use toothbrushes to clean pictures of dirty teeth.
- Children are motivated to complete simple tasks for themselves, which helps develop their independence. Children wash their own hands and serve themselves fruit at snack times. When children find tasks tricky, the childminder gives clear instructions and steps back to allow children time to practise. For example, she tells children, 'Put your heel in first, then do the strap' as they put on their own shoes.
- The childminder spends time getting to know children and their families. Settling-in sessions are flexible and planned around the needs of children. The

childminder ensures she mirrors children's home routines and preferences. As a result, new children settle quickly.

- The childminder recognises where she can enhance children's experiences. She plans regular visits to toddler groups and libraries. She takes children to parks and for walks in the local area, helping them learn about their local community and the wider world.
- Children's good health is promoted. The childminder serves healthy snacks and ensures they have regular drinks. Children run around the lawn and use scooters and ride-on toys. They develop their strength moving their legs forwards and backwards to make swings move. The childminder entices children to try new activities. She models how to spin hoops around her waist. Children giggle and enjoy having a go themselves.
- The childminder regularly networks with other childminders to share good practice and ideas. She identifies her own training needs and attends relevant courses to ensure children have the best possible learning outcomes.
- Partnerships with parents are strong. Parents say the childminder is 'full of love' for their children and that their children are thriving in her care. They reflect that they feel the 'utmost gratitude and appreciation' towards the childminder and would wholeheartedly recommend her to others.
- The childminder is a positive role model. However, occasionally children take toys off one another. At these times, the childminder responds quickly, but she does not always offer the best explanations to help children understand the impact of their behaviour on others.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- offer children further explanation and support to help them understand the impact of their behaviour on others.

## Setting details

<b>Unique reference number</b>	256675
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10316805
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	4
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	3 May 2018

## Information about this early years setting

The childminder registered in 1993 and lives in Thorpe St Andrew, Norwich. She operates all year round, Tuesday to Thursday, from 7.30am to 5.30pm, except for bank holidays, Christmas and family holidays. She 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 provider and has taken this 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 this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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