

Childminder report

Inspection date: 1 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They show that they have formed strong bonds with her and that they feel safe and secure in her care. Children freely choose what they do, especially enjoying time outside exploring the natural world with the childminder. They listen to the childminder and follow simple instructions. For example, they put on their shoes and coats when they go outside, showing pleasure in doing things for themselves. Children learn to share and take turns, benefitting from the childminder's consistently calm explanations and guidance. They show increasing levels of self-control, exhibiting their understanding and respect towards their friends, the childminder and her home.

Children gain good control of their bodies and movement. They confidently climb the steps to access age-appropriate slides and help to fill up water trays using the garden hose. Children pick daisies that they plunge into the water. They look at the water on the petals curiously. Children are confident talkers. Younger children repeat words and show good understanding as the childminder talks to them as they play. Older children demonstrate good attention and hold interesting conversations with the childminder, sharing their thoughts and remembering past events. Children show that learning is remembered, such as when they compare their height to other family members and count the number of pumpkins accurately.

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

- The childminder has acted promptly and taken appropriate steps to improve safety in her garden. She has developed the resources for use outside to further extend children's learning. For example, as well as resources that support children's physical development, the childminder has added a music wall, sandpit, water play and mark making. Furthermore, the childminder has built on children's interests in the natural world, providing daily opportunities to explore and learn about the local rural area.
- Parents are very positive about the childminder. They appreciate the regular flow of information they receive about their child's developmental achievements and how to help with their ongoing learning at home. Parents state that they believe their children are safe and that their needs are met very well.
- The childminder knows children well. She uses this information to help plan experiences for children that will support their individual stage of development and their emerging interests. The childminder places a high priority on helping children to develop good communication and language skills. She talks clearly and calmly as children play, providing explanations that help children to understand and develop their vocabulary. The childminder understands how to help children who speak English as an additional language. Her approach is

effective in supporting children to become confident to speak English. Children benefit from the repetition of singing songs with the childminder and sharing books regularly. They sometimes sing as they play, showing what they have remembered.

- The childminder acts as a good role model for children. She shows children respect, particularly when helping them with their intimate care routines. The childminder demonstrates high standards of good hygiene. She explains why children need to wash their hands, for example, after playing outside or before they eat snack and lunch. Children receive lots of praise and encouragement that helps them build good levels of self-esteem.
- The childminder is committed to improving her practice and the experiences she provides children. She has started to read about outdoor early years provision, to help her to follow children's interests. However, the childminder does not target her professional development precisely to help her raise the quality of teaching to the highest level.
- The childminder provides children with a range of experiences and outings. She takes them to toddler groups and parks, where they learn more about the local community and build good social skills.
- The childminder talks to children as they play and asks questions that help her to assess what they know and the progress they are making. However, sometimes she does not provide older children with enough challenge. For example, she does not ask children to speculate what will happen next or encourage them to test out their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has refreshed her safeguarding training following the last inspection. She knows the possible signs of child abuse and neglect. The childminder knows the process to follow should she have any concerns about a child's welfare. She demonstrates a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremism. The childminder knows what to do should she receive an allegation against herself.

What does the setting need to do to improve?

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

- seek further ways to focus professional development opportunities on enhancing teaching skills and knowledge to an expert level
- enhance teaching to provide children with appropriate challenge and extend their learning further.

Setting details

Unique reference number	2519530
Local authority	Norfolk
Inspection number	10243320
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	3 May 2022

Information about this early years setting

The childminder registered in 2019 and lives in Wisbech, Cambridgeshire. She operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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