

Childminder report

Inspection date: 4 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are very happy and settled in the care of the childminder and her assistant. Children lean in for cuddles, confident that their affection will be returned. Children's consistently friendly behaviour demonstrates that they feel safe and secure. Parents report that their children thoroughly enjoy their time with the childminder. They are delighted with the progress their children make in their social skills and confidence.

Children benefit from the wide range of interesting and stimulating activities on offer throughout their day. They become deeply engaged in their play. Older children confidently choose from the available resources. They chat together about their games and happily include the younger children. Young children learn to choose what they want to play with. They quickly begin to understand how to play cooperatively with their friends.

Children learn how to keep themselves healthy, such as learning to carefully wash their hands. The childminder works with parents to ensure that packed lunches include healthy food. Children are regularly reminded of the need to drink enough water and stay hydrated. Children enjoy plentiful opportunities to be physically active. They run and climb in the well-equipped garden; they sing and dance together and benefit from walks in the local area.

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

- The childminder and her assistant regularly evaluate children's levels of development and learning. Together with parents, they make accurate assessments of children as part of the settling-in process. The childminder uses this information to plan for children's interests and development immediately. She can demonstrate how she would work with parents to access additional support for children should this be necessary. This means that all children make sustained progress and thrive in her care.
- The childminder ensures that she keeps up to date with current guidance. She and her assistant regularly reflect on the quality of the provision. They carefully consider how to improve their setting and expand the experiences available. For example, they have recently added resources to teach children about teeth cleaning and the importance of good oral health.
- The childminder and her assistant support children's early communication skills well. They use a wide range of songs, actions and props that engage all children in a love of stories and rhymes. The childminder and her assistant pay close attention to the children's words and non-verbal cues. Children learn that their thoughts and ideas are important. This builds their self-esteem and encourages their desire to communicate.

- The childminder and her assistant support children's mathematical thinking well. They take every opportunity to count and help children to notice shapes and sizes as they play. For instance, children help to decide which dinosaur is the biggest and compare them to the size of a bus. Children develop a sound understanding of numbers and key mathematical concepts.
- The childminder and her assistant are excellent role models for the children. They teach children lovely manners and how to follow simple rules. For example, children and adults all sit together at lunchtime. They chat happily and help to clear away after they have finished eating. The childminder and her assistant provide calm support as they teach children to name and manage their emotions.
- The childminder and her assistant provide interesting opportunities for children to be creative and artistic. For example, children gleefully use brightly coloured paint and cardboard to make firework paintings. However, opportunities for children to access resources to independently practise their writing and drawing are more limited, particularly indoors. Consequently, children do not have the fullest opportunities to develop their early writing skills.
- The childminder and her assistant recognise the importance of teaching children about the wider world. For example, they discuss with children how fireworks are used both for Diwali and Guy Fawkes Night. The childminder provides books and toys that depict diverse people and communities. Children develop a positive attitude to diversity and are well prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge regularly through attending training courses. She ensures that both she and her assistant can confidently identify the signs and symptoms that may indicate that a child is at risk of harm. The assistant and childminder are clear about the steps to take should an allegation be made about someone who lives in the home or works with children. They are well informed about local safeguarding procedures and who to contact if there are any concerns. The childminder implements effective induction procedures and supervision, including regular checks that her assistant continues to be suitable to work with children.

What does the setting need to do to improve?

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

- provide more consistent opportunities for all children to develop their early writing skills.

Setting details

Unique reference number	2524918
Local authority	Norfolk
Inspection number	10208231
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Norfolk. She operates term time only, from 8am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with an assistant.

Information about this inspection

Inspector

Terrie Simpson

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 that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector, in writing and over the telephone.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021