

Childminder report

Inspection date: 13 January 2022

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 are happy and confident learners. They show high levels of concentration and engage in challenging activities. Children have developed close relationships with their peers and play cooperatively alongside them. They have good manners. The childminder encourages children to say 'please' and 'thank you' throughout the day and praises them when they do so. Children follow instructions well and tidy up after activities, listening to a tidy-up song that they enjoy and join in with. They have positive behaviour and confidently discuss what they like to play with. This shows that they feel safe and secure in their environment.

Children have developed strong bonds with the childminder, who is very attentive to their needs. They are encouraged to be independent. When going outside, they put on their coats and wellington boots without support. Children have developed a love for books. They sit happily alongside the childminder when reading stories and carefully turn the pages. Children giggle with excitement when the childminder tickles them with a puppet from the story. They also enjoy singing nursery songs and rhymes. Children are encouraged to make their own choices and choose what song they would like to sing. They use wooden spoons with pictures on and happily take turns doing this.

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

- The childminder knows the children well and uses their interests to plan exciting and engaging activities. For example, the childminder extends children's interest in ice. She freezes small-world animal figures into ice balls and encourages the children to work out ways to release them. Children become immersed in the activity as they solve the problem. They finally decide that warm water works best.
- The childminder makes regular ongoing assessments of children's skills and is able to notice any gaps in their learning. She works closely with parents to support children and provides a varied curriculum to ensure children can reach their developmental milestones.
- The childminder recognises the importance of supporting children with communication and language skills. She models language, sings songs, reads stories and has good-quality interactions. She introduces new words to enrich children's vocabulary and uses sign language to support younger children who are not yet verbal.
- Children develop an understanding of healthy eating. They choose what fruit they would like for snack time and help the childminder to prepare it. The childminder teaches the importance of being healthy and provides physical development opportunities by providing outside play every day. She also promotes good levels of hygiene and children wash their hands independently

before mealtimes and when coming back from the garden.

- The childminder has strong knowledge of the curriculum. She is aware that children have different developmental needs for their age and adapts activities to suit this. For example, when painting, babies are encouraged to use their hands to explore the paint and feel different textures. Toddlers are beginning to use large paint brushes to support their small-muscle skills. Older children use fine paint brushes to give meaning to the marks that they make. This ensures that children's individual needs are met.
- The childminder has built strong partnerships with parents. Parents speak highly of the childminder and report that she effectively communicates where their children are with regard to their learning and development. She also discusses ways they can work together to further support children's learning at home.
- The childminder has developed positive relationships with the local school and nursery that children attend. She communicates with them about the children's daily needs. However, she is yet to share information about the children's development in order to help support children in their transitions between the two settings and their ongoing progress.
- The childminder is reflective in her practice and evaluates her strengths and weaknesses. She participates in mandatory training, such as paediatric first aid. However, the childminder has not yet engaged in further professional development to help her to raise the quality of teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She knows the procedures she must follow if she has a concern about a child's welfare. She is aware of the signs and symptoms of abuse and knows where to seek advice. The childminder understands what to do if an allegation is made against her or her family. She holds a relevant paediatric first-aid certificate and knows what to do if a child has an accident in her care. She completes effective risk assessments indoors and outdoors to ensure the premises are safe for the children to use.

What does the setting need to do to improve?

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

- develop partnerships with local early years settings where minded children also attend, in order to share and communicate relevant information, which will help support children's transitions and their ongoing progress
- undertake further professional development to enhance knowledge of how to support children's ongoing development and help raise the quality of teaching to a higher level.

Setting details

Unique reference number	2527565
Local authority	Norfolk
Inspection number	10208352
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	0 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Wisbech, Norfolk. The childminder operates each weekday all year round. Sessions times are from 8am until 6pm. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection that the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation.
- 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 inspector looked at relevant documentation.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed interactions between the childminder and the children and assessed the impact this has on children's learning.
- The inspector and the childminder reflected on a learning experience for the children.
- The inspector took account of the views of parents.

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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