

Childminder report

Inspection date: 25 April 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 enjoy the time that they spend with the childminder, who provides a nurturing home-from-home environment. Children demonstrate a warm and meaningful relationship with the childminder. For example, when feeling upset, children seek her out for a cuddle and reassurance. They have positive behaviour and are happy, confident learners. The childminder clearly explains behavioural expectations and supports children as they learn to recognise and manage their feelings. Children understand what is expected of them and demonstrate this through their daily routines. They eagerly work as a team to tidy away the toys so that they can start the next activity.

Children show high levels of curiosity and engagement while exploring the well-resourced environment. They have developed an interest in books. Children sit immersed in stories as the childminder captures their interest and supports them in recalling their favourite stories. The childminder provides children with support and encouragement to try new things. This helps them to build excellent levels of self-esteem and can-do attitudes. Children gain numerous independence skills. They learn to dress themselves, wash their hands and prepare their own sandwiches. This ensures that they are well prepared for the next stage of their education.

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

- The learning environment supports the delivery of the curriculum. Children develop an understanding of mathematical concepts. They discuss and organise wooden sticks into the correct order according to size and observe how much water is in their jugs as they pour the liquid.
- Children flourish in their communication and language development and use a vast range of vocabulary. The childminder consistently introduces new words and models the correct pronunciation to support children's understanding. Children are also learning to converse in other languages. For instance, they learn how to say 'hello' in Spanish and French. This helps to support children's home life and give them a greater understanding of the world around them.
- Children develop their knowledge of how to lead a healthy lifestyle. They go on regular outings and complete yoga sessions with the childminder, to support their physical development. Children choose healthy snacks and have balanced meals throughout the day. They understand the importance of healthy eating and know that if they eat their fruit and vegetables, they will grow big and strong.
- The childminder has built strong partnerships with parents, who comment on how caring, thoughtful and knowledgeable the childminder is. Parents feel well informed about where their children are in their development and how they can support them at home. They speak highly of the service the childminder offers

and have already booked their next child in to attend.

- The childminder makes regular assessments of what children know and can do. She quickly identifies any gaps in children's learning and puts appropriate support in place. This proactive approach helps children to develop the key skills in readiness for the next stage of their learning. However, the childminder has not established effective working relationships with other local early years settings that the minded children also attend. Therefore, information is not shared about their development and well-being, and there is not consistency in children's learning.
- The childminder is enthusiastic and passionate about continually raising the quality of service she provides. She is reflective and makes ongoing changes to develop her knowledge and skills. The childminder keeps up to date with changes in legislation and makes good use of training and development opportunities. This ensures that she can continue to support children's learning and development to the highest standard.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection procedures and keeps up to date with current safeguarding information. She can identify potential signs of abuse and children who may be at risk of radicalisation. The childminder understands how to protect children from harm and to refer any concerns to the appropriate safeguarding agency. She understands what to do in the event of an allegation being made against herself or her family. The childminder maintains necessary and effective records and documentation about accidents or concerns. She also completes thorough risk assessments of her environment to keep children safe.

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, and share relevant information, to help support children's transitions and their ongoing progress.

Setting details

Unique reference number	2529168
Local authority	Norfolk
Inspection number	10215093
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 9
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She operates from 7.30am to 6pm, Monday to Friday, all year round with the exception of family holidays. The childminder holds an appropriate early years qualification at level 5.

Information about this inspection

Inspector

Laura Redmond

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 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 these have 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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