

Childminder report

Inspection date: 28 July 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 confident and independent in this friendly and welcoming childminding setting. They readily choose from the range of toys and resources available to them. The childminder is led by what children want to do. For example, when children have been engaged in an activity for a long time, he asks them if they would like to do something else. The children want to continue with the activity and the childminder responds positively, allowing them to play to the conclusion of their interest. Children use toys and resources at their own level. The childminder provides a running commentary about what children are doing, supporting their developing vocabulary effectively.

Children are happy and settled. They develop close emotional attachments to the childminder. For example, when a child bumps their head, they snuggle into the childminder's arms for a cuddle and are reassured by his genuine care and concern. The childminder recognises when they are happy to go off and play again. Children behave well and play harmoniously together. Older children engage well with the younger ones, reading stories to them. Younger children listen intently and talk confidently about the illustrations. They develop the key skills needed to be ready for school.

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

- The childminder supports children effectively as they move from home to his provision. He tailors settling-in sessions to the individual needs of each child and their family, helping children to feel safe and secure.
- The childminder knows the children well and understands where they are in their development. He uses this information effectively to plan for the next steps in their learning. Children learn about the wider world and their local community. The childminder takes them on regular outings, for example to the park, shops and meadow.
- The childminder does not always engage well enough in children's play to promote their learning and development to the highest level. For example, when children play with cooked pasta, cornflour and shaving foam, he does not get down to their level to join them. The childminder stands over children and supervises as they explore the textures. However, he does make suggestions, such as adding water to the cornflour.
- The childminder promotes children's language and communication skills well. He actively listens to what children have to say and responds positively to them. Children are encouraged to repeat unfamiliar words back to the childminder and become confident communicators.
- Children do not have enough opportunities to hear and use mathematical language, such as counting and mathematical concepts. The childminder

sometimes encourages counting during activities, for example when supporting children to count the number of strawberries in a pot.

- Children are gently reminded of the need to share and take turns. They use 'please' and 'thank you' readily. The childminder praises and values their good behaviour and individual efforts. Children are keen and enthusiastic to engage in activities.
- Children learn about the importance of good hygiene routines. They readily wash their hands before eating and after toileting. Children understand about safe practices. The childminder reminds them about handling knives carefully.
- The childminder builds positive partnerships with parents. Written testimonials from parents demonstrate the high regard they have for him and the good levels of communication. They state that the childminder 'does a fantastic job' of looking after their children. They appreciate that the childminder follows babies' established routines for feeding and sleeping, promoting continuity of care.
- The childminder reflects on the quality of his provision. He is committed to providing good-quality care and learning for the children. The childminder maintains mandatory training, such as paediatric first aid, to the benefit of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to protecting the welfare of children. He is aware of the indicators of abuse and knows how to report concerns. The childminder maintains training in child protection to ensure that he is up to date with local procedures. He has completed training in wider safeguarding issues. This helps to ensure that he is able to identify children and families who may be at risk of being drawn into extreme behaviours and views.

What does the setting need to do to improve?

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

- provide high-quality teaching more consistently to fully support the play and learning experiences offered to children
- focus more closely on promoting children's developing awareness of numbers and counting.

Setting details

Unique reference number	2530947
Local authority	Norfolk
Inspection number	10215114
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Spixworth, Norwich. He operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqui Mason

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 her evaluation of the setting.
- The childminder showed the inspector around the rooms used by children and explained how the early years curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed an activity and jointly evaluated this with the childminder.
- The inspector checked evidence of the suitability of all household members and qualifications of the childminder.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written testimonials.

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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