

Childminder report

Inspection date: 24 August 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, including those who are very new to the setting, show that they feel safe and secure in the childminder's care. They are content as they lead their own play, competently accessing and exploring the available toys and resources. Children enjoy dressing the baby dolls before placing them in a toy pushchair. They eagerly investigate items, such as jugs and a bamboo steamer, in the role-play kitchen area. Children demonstrate a love of books. They select books themselves and spend time looking at them independently. Children enjoy listening to stories read by the childminder and some join in with familiar words and phrases. The childminder takes children to the library so that they can choose books to bring back to the setting.

Children enjoy being outdoors and are active in the childminder's garden. The childminder also takes children on frequent trips out in the local community and to places of interest. They go to the park, visit horses in the nearby field, explore the local forest and go on trips to the beach and zoo. The childminder also plans events, such as a trip on a train or bus, to help to broaden children's experiences. Children learn about road safety rules, the world around them and make connections to real-life experiences.

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

- The childminder clearly enjoys her role. She completes training, reflects on her practice and identifies further areas to enhance her skills, to improve outcomes for children. The childminder has developed a network of support and regularly meets with other childminders to share best practice ideas and resources.
- The childminder notices what children are interested in and what they like to do. She uses these interests to help children learn through play. The childminder has a good understanding of what children can already do and what they need to learn next. She provides children with a range of experiences to support their ongoing development.
- Children learn to take age-appropriate risks and challenges. For example, young children carefully negotiate the step between the dining area and conservatory and work out how to manoeuvre a toy pushchair on the patio. The childminder encourages children to become independent. She provides appropriate support when needed.
- The childminder provides a language-rich environment, which includes introducing children to a range of action songs and rhymes. She speaks to children continuously and introduces new words to extend their developing vocabulary. However, on occasions, the childminder allows more confident children to dominate her attention. She does not always use her questioning techniques to help quieter or less confident children to share their thoughts and

opinions. This means that there are occasions when some children have fewer opportunities to talk to the childminder and make choices in their play.

- Children are polite and use good manners. They understand and follow the childminder's rules and boundaries. The childminder is a good role model. Children learn how to share and take turns with popular toys and resources. The childminder provides children with plenty of encouragement and praise.
- The childminder is committed to providing a safe environment for children. She organises her home efficiently and ensures that it is safe from unnecessary hazards. She teaches children about risks. For example, older children learn about online safety, so that they know how to keep themselves safe.
- Parents are very complimentary about the childminder and the service she provides. They like the 'home away from home' setting and 'clean and homely environment', and comment positively on the trips out and places children can visit.
- The childminder develops strong relationships with parents and keeps them well informed about their children. However, she has not yet established effective working relationships with other settings that some children also attend. This means that relevant information to support continuity of children's learning and development is not robustly collected.
- Children have opportunities to extend their social skills as the childminder takes them out to meet up with other childminders. This helps to develop children's confidence as they meet with other children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility around child protection. She is fully aware of what to do should she have any concerns about children's welfare and knows how to report these to the correct agencies. Posters are displayed in the setting and in the online application, so that local contact details and procedures are readily available. The childminder completes training courses, which help her to update her knowledge of child protection, including wider safeguarding matters. She is aware of the importance of being alert to issues or concerns in a child's home life.

What does the setting need to do to improve?

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

- enhance teaching strategies to ensure that all children have equally high-quality learning opportunities
- persevere with efforts to establish effective working partnerships with other early years settings that children also attend, to ensure that all opportunities to support children's ongoing progress are fully used.

Setting details

Unique reference number	2538239
Local authority	Norfolk
Inspection number	10215268
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Norwich, Norfolk. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Harris

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 on the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection. She observed a spontaneous activity and jointly evaluated this with the childminder.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with written testimonials from parents, which the inspector took into account.
- The inspector looked at a sample of documents, including evidence of the childminder's qualifications and training, and the suitability of household members.

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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