

Childminder report

Inspection date: 3 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 settle very well with the childminder. They regularly go to her for reassurance and cuddles. This shows that they feel happy and secure in her care. Children enjoy involving the childminder in their play. They show enjoyment as they go down the slide in the inviting outdoor play area. Children enjoy imaginative play, creatively making 'pies' with lentils and dried rice. They use spoons to scoop up the rice and place it in a muffin case. Children enthusiastically take their creations to the childminder for her to enjoy.

The childminder helps children to learn to stay safe on outings. Children wear high-visibility jackets and bright hats on their morning walk to school. They keenly explain how their jackets help them to be seen. Children are learning good manners and social skills. The childminder and her co-childminder sit with the children at lunchtime and all enjoy the same home-cooked meal. The childminder shows children how to use their knife and fork correctly. Babies happily feed themselves, with support when needed. Children are quickly developing their communication skills. They listen to the words the childminder models and then use these in their play. Children choose favourite rhymes to sing together. They carefully watch the childminder as she sings the rhymes that children choose and start to copy her actions.

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

- The childminder works very well with her co-childminder to plan a varied curriculum for children. She helps children to build on their experiences and recall previous activities. Older children are very well prepared for starting school, when the time comes. They develop confidence and independence. The childminder skilfully extends children's ability to count. During play, she notices where they can count up to and then models how to extend this further.
- Children benefit from many opportunities to hear new words and practise their communication. They regularly sing together, and enjoy books independently and at story time. Children enjoy joining in with the repeated words in 'Shark in the Park'. Children are able to recite the story of 'The Gruffalo', saying the key words and phrases. For instance, children recall their of knowledge of favourite stories at lunchtime when they ask if they are having 'roasted fox'.
- The childminder plans activities based on children's interests. She plays alongside children, showing them how to roll the play dough. The activity is well tailored to older children's needs. They use their imagination to create 'polar bears' and 'squashed spiders' from their dough. However, occasionally, adult-led activities are not as precisely tailored to the needs of younger children.
- The childminder works in close partnership with the local schools. She shares information with children's teachers and photographs the information board

outside the classrooms each day to help working parents to stay informed. Older children look forward to attending the childminder's setting before and after school. They enjoy the variety of activities on offer. Children establish close bonds with each other, showing affectionate care for their younger peers.

- Children's parents are very pleased with the childminder's service. They say they are kept very well updated with information about their child's care and learning. The childminder carefully monitors children's routines and provides parents with detailed information at the end of the day. When children are ready, the childminder records information about children's toilet training in a record book, to help establish a consistent routine in the setting and at home.
- Children's individual personalities are valued. The childminder knows children's likes and dislikes. She notices when children become tired. Children settle well for naps in cots, or are rocked to sleep in the pram, according to their individual needs. The childminder helps children to learn about the local community and wider world. Children benefit from outdoor play each day in the setting's well-equipped play areas.
- The childminder works closely with her co-childminder. They share policies and procedures to ensure that children benefit from consistent care. The childminder attends training and shares ideas with her co-childminder. The childminder is not reflecting precisely on her practice to pinpoint areas for ongoing improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands signs and symptoms that a child may be at risk from harm. She understands how to report her concerns about a child's welfare. Posters are displayed in the adult areas of the childminding setting to act as a constant reminder of the signs of abuse, including wider safeguarding concerns. The childminder offers support to children's families, helping them with their own well-being. The childminder understands that parents need support with their own well-being in order to provide safe and effective care for their children. The childminder knows how to report concerns about other adults who 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:

- tailor planned activities to more precisely meet the needs of younger children
- reflect carefully on the quality of practice to more precisely identify areas for ongoing improvement.

Setting details

Unique reference number	2543234
Local authority	Norfolk
Inspection number	10212554
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	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 operates all year round from 7.45am to 6pm, Tuesday to Thursday. The childminder works with a co-childminder in a purpose-built unit at the home of the co-childminder in Hellesdon, Norwich. She provides funded education places for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Helen Hyett

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 spoke to the inspector about what she wants children to learn and the skills she helps them to develop.
- The inspector watched the childminder playing with the children and doing activities indoors and outside. The childminder and the inspector evaluated children's learning.
- The childminder showed the inspector a range of documents, including evidence of suitability checks for adults living and working in the home. First-aid certificates were viewed.
- The inspector obtained parents' views through discussion and written feedback. She spoke to the children at appropriate times.
- The inspector viewed the areas of the premises used for childminding.

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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