

Childminder report

Inspection date: 29 June 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this kind and considerate childminder who is deeply committed to her role. They form excellent relationships with the childminder and their peers. Children show excitement and enthusiasm to learn through the various opportunities the childminder provides. For example, children show delight and excitement when they harvest home-grown potatoes. They discuss the life cycle of a potato and help prepare them for lunch. Children show that prior learning is embedded securely as they make connections to other aspects of the natural world. For example, they learn to grow sunflowers and carrots and discuss the life cycle of tadpoles.

Children's behaviour is excellent. They show mutual respect towards each other. For example, older children pour their friends a drink and invite them to join in with their play. Children are highly motivated to explore, both indoors and outdoors, as the childminder effortlessly reflects children's interests in planning. For example, building on children's curiosity about water, young children transport water from one area to another using everyday items they are familiar with. Children are highly imaginative. For example, they squeeze lemons into the water and explain they are making 'lemon soup'. The childminder speaks clearly and introduces new words. This helps children to develop excellent communication and language skills.

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

- The childminder has a secure knowledge of all children in her care. Parents are overwhelmingly complimentary about the childminder. They praise the consistent high-quality communication they receive that helps them understand how to support their child's ongoing learning and development.
- The childminder promotes children's independence to the highest level. Children gain confidence when using the toilet and know to wash their hands at appropriate times. The childminder praises children's efforts and achievements. This helps children to develop a 'can do' approach to try new skills. For instance, children find their own coats and shoes and successfully put them on.
- The childminder provides healthy, home-cooked meals. Children grow their own foods. They understand the importance of using equipment in a safe way. Children help prepare meals by cutting foods and pouring their own drinks. They talk to each other and share special moments together. The childminder helps children to understand the importance of choosing healthy foods and good oral hygiene.
- The childminder attends a variety of training courses and carries out independent research to help keep her knowledge updated. She targets training to support children's emerging needs and interests. For example, she has adapted her approach to support children's communication and language skills.

Building on children's interests and excitement in finding a spider, the childminder encourages children to sing nursery rhymes about spiders. She explains the features of spiders and their habitat.

- The childminder acts as an excellent role model. Children behave very well. They are kind and considerate to their friends. Children have a secure understanding of the age-appropriate rules and boundaries in place. They help to tidy up with enthusiasm. For example, children use brooms and brushes to sweep soil away from the patio. Older children reflect the childminder's approach as they encourage younger children to join in. Children show high levels of self-esteem and consideration for others.
- Children enjoy sharing and reading stories together. They recall parts of the story accurately and discuss the story in different contexts. For example, they discuss and relate ideas from the story 'Superworm' to their own emotions.
- The childminder encourages children to be creative. Children enjoy using chalk for mark making outside. The childminder develops children's critical thinking skills well. For instance, she encourages children to predict what will happen when they mix chalk with water. Children show great enjoyment when exploring this experiment to create a paste. They use their hands to mix it together and show delight in finding what colours they have made.
- The childminder is keen to support children's understanding about the natural world and local community. She broadens children's experiences, for instance through regular outings to parks, farms and libraries. Children benefit from real-life experiences, such as visits to woodlands where they compare the height of trees to their friends and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly committed to safeguarding children. She completes mandatory training and participates in further safeguarding and child protection courses. She has an expert knowledge of wider safeguarding issues, such as the risks to children of being exposed to extremist views. The childminder has a robust knowledge of how to recognise signs that may indicate a child is at risk of harm. She is confident in the reporting procedures should she have any concerns about a child's welfare.

Setting details

Unique reference number	2547172
Local authority	Norfolk
Inspection number	10232019
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Swaffham, near Kings Lynn and Dereham, Norfolk. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kerrie Osler

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- A number of parents provided written feedback and the inspector took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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