

Childminder report

Inspection date: 24 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate how safe and confident they feel in the childminder's care. They are happy to see the childminder and separate readily from their parents, eager to begin playing. The childminder promptly meets children's needs and provides plenty of cuddles on demand. She establishes routines using familiar objects and home schedules to help children feel secure. Children display high levels of well-being. The childminder interacts with children in a warm manner. She sits on the floor with babies, commenting on their actions and encouraging them to respond. She leaves space for babies to join in with babbles and gestures, repeating key words and naming toys for them. Babies smile widely as she joins in their play.

The childminder has high expectations for children. She models gentle and considerate behaviour during her interactions with them and makes the most of opportunities to praise their achievements and efforts. This helps to create a calm environment where children grow in confidence and engage readily in play. The childminder has well-defined intentions for children's learning. For instance, she plans the environment using her knowledge of children's interests and current stage of development to encourage them to reach their learning goals. Children explore the toys and resources on offer. They examine a box of toy eggs and work out how to separate and rejoin the halves of each one by matching the different shapes and colours inside. Babies wiggle and laugh as they move to the beat of musical toys.

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

- The childminder regularly shares information with parents about children's daily activities and progress in learning. She also creates detailed summaries of children's development at key ages. This provides parents with a solid understanding of children's progress and what they need to learn next.
- Parents appreciate the home-from-home atmosphere the childminder provides. They praise the variety of outings and activities she offers, as well as the frequency of updates and communication about children's learning and development. Parents comment on the 'kind, caring' childminder and how well children settle in her care. They provide positive feedback on her service and say they 'highly recommend' it.
- The childminder works closely with parents to understand children's routines and individual needs, which allows her to plan for their settling-in process. This helps children form secure attachments and promotes their well-being. Parents say that the childminder is flexible and responsive to the unique needs of each family. As a result, children settle quickly and display good emotional security.
- The childminder makes good use of her local area to provide a variety of outings

and experiences, including local story cafés, the aquatics centre and parks. She recognises the importance of children experiencing a range of social interactions, and they regularly meet with another childminder and attend playgroups. The childminder has begun exploring further opportunities for more varied outings. However, she has not closely linked these plans to the curriculum for supporting children's understanding of the world and appreciation of diversity to enhance this valuable learning further.

- The childminder regularly completes mandatory training, such as first aid and safeguarding, and attends childminding groups to network. She uses these as opportunities to get new ideas on how to use resources. The childminder demonstrates a commitment to professional development and knows how to access relevant training. However, she has not yet accessed a wider range of professional development opportunities to enhance her teaching skills and knowledge to extend children's learning experiences even further.
- The childminder promotes children's vocabulary well. She names toys and uses descriptive words to commentate on actions during play. The childminder pays close attention to babies' body language and eye gaze. She responds to their pointing and utterances, talking about what they can see in the garden or on shelves. Babies are keen to practise their language skills and begin to recognise that gestures and sounds have meaning. They use pointing and conversational sounds to make requests and join in.
- The childminder responds to children's interests to extend their learning. For instance, she notices a child's interest in pigs and chickens and finds a book on farms, as well as different toy animals and farm vehicles. Babies delight in a noisy tractor toy, collecting up toy animals and placing them onto buttons in the tractor's trailer to hear the noises they make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- link plans for expanding the range of outings and outdoor experiences more closely to curriculum aims, such as expanding children's understanding of the world and promoting their appreciation of diversity
- access a wider range of professional development opportunities to further enhance teaching skills and knowledge to extend children's learning experiences.

Setting details

Unique reference number	255854
Local authority	Norfolk
Inspection number	10237738
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 1996. She operates all year round from 7.30am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The inspector observed the quality of interactions during activities indoors and assessed the impact this has on children's learning.
- The childminder took the inspector on a learning walk through the premises to explain how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector spoke to children at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

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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