

Childminder report

Inspection date: 12 January 2023

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 settle quickly and enjoy spending time in the care of this warm and friendly childminder. They have a good sense of belonging and feel secure in this home-from-home environment. Children choose activities that interest them. This helps them remain engaged for longer. They investigate role-play kitchens and pick out play food they recognise. The childminder plays closely with children and shows an interest in what they are doing. For example, she introduces play food that may be unfamiliar to children, such as a pretzel.

Children have secure relationships with the childminder. They sit closely with her to play games and puzzles. They snuggle next to her to look at favourite stories. The childminder shows affection to children. For example, she embraces them with hugs and says 'well done' when they show independence in putting on their wellies. Children reciprocate and hug her back. They tell her 'I love you'.

Children are happy and have fun. They build towers with wooden bricks and giggle as they knock them down. The childminder closely observes children and steps in when they need support. For example, children investigate matching puzzles. The childminder provides reassurance for them to keep trying. This helps develop children's resilience and self-confidence.

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

- The childminder has a good knowledge of children's abilities and their preferences. This helps her to plan activities that she knows children will engage with. She tracks children's progress carefully and identifies appropriate next steps. As a result, children make good progress.
- Children take the lead in their own play and show sustained focus. They show great interest in objects immersed in flour. They delve into the mixture and enjoy the feeling of flour on their hands. The childminder responds quickly to children's spontaneous play. For example, she notices when children enjoy playing with dolls. She finds cots and blankets to extend their play.
- Children develop a love of books. They browse bookshelves to select stories that interest them. They share books with the childminder and 'read' them to her, turning the pages carefully. The childminder helps children maintain interest in stories. She changes her voice to depict different characters and involves children in lifting flaps as she reads.
- Children make good progress in their mathematical development. They name colours and show an interest in shapes. They complete puzzles and name circles, squares and triangles. The childminder encourages counting in everyday routines. For example, children count their steps as they walk up and down stairs.

- Children learn about the importance of healthy lifestyles. The childminder reinforces handwashing routines. For example, she reminds children to wash their hands after playing in the garden. Children learn about oral health. They investigate pretend dentist kits and show control using brushes to clean plastic teeth.
- Children are developing their physical skills. They demonstrate good balance using scooters. They show strength and control during water play. For example, they carry heavy containers of water and lift them with two hands when pouring.
- Children's behaviour is good. They play calmly and help pack away toys. The childminder encourages positive behaviour. She offers praise and tells children 'well done' and 'good teamwork'. She emphasises good manners where possible. As a result, children are polite and say 'please' and 'thank you'.
- Parents are very happy with the service provided by the childminder. They say she is 'wonderful and nurturing'. They leave positive feedback and appreciate the flexibility and support she offers. They say their children love attending and are making good progress.
- The childminder maintains links with other childminders to share good practice. However, she has not yet developed consistent ways to share information with other settings regarding children's care and development.
- The childminder interacts warmly with children. However, some interactions do not offer challenge to children. For example, children notice when toy boats float on water. The childminder does not ask questions to test children's understanding of floating or provide other resources for children to use.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe and treats them with the utmost respect and kindness. She has a good understanding of how to report and monitor any concerns. This includes knowing who to contact to seek advice and make a referral. The childminder is aware of a wide range of safeguarding issues, such as county lines. She ensures her statutory training, including safeguarding and paediatric first aid, is up to date. She recognises the importance of tracking attendance and demonstrates the capacity to challenge parents if she has a concern.

What does the setting need to do to improve?

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

- develop partnerships with other settings to promote continuity in children's learning and development
- strengthen interactions with children to provide them with appropriate challenge and extend their learning to the highest level.

Setting details

Unique reference number	255957
Local authority	Norfolk
Inspection number	10263893
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	6
Date of previous inspection	16 May 2017

Information about this early years setting

The childminder registered in 1993 and lives in Norwich. She operates all year round, Monday to Friday, from 7.30am to 6.30pm, except for bank holidays, family holidays and Christmas. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 provider.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views on the setting with the inspector.
- The inspector looked at a range of documents on request.

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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