

Childminder report

Inspection date: 20 February 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 are happy and settled in the childminder's care. The environment is warm and homely. They have secure emotional attachments with the childminder who is kind, caring and nurturing. This helps them feel safe and secure. Children are highly motivated and select activities and toys that meet their interests. For example, they test their thoughts and ideas as they add and remove pebbles to make the weighing scales balance. Children show high levels of enjoyment and concentration as they play games. They laugh and giggle as they remind the childminder of the rules.

Children gather around the childminder to listen to the 'Monkey Puzzle' story. They become fully engrossed as they listen to her read in an exciting and engaging manner. Children giggle as the childminder talks about the 'elephant's thick baggy knees'. Children behave well. They are very polite and say, 'please can I have a go' when waiting their turn to throw the dice. They have a positive attitude to their learning and are proud of their achievements. For example, they jump up and down with excitement as they win the game. Children receive praise and encouragement, which increases their self-esteem.

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

- The childminder takes children out into the local community. They visit parks, where they can run and climb. Children visit the toy library where they socialise with other children and meet, 'people who help us', such as police officers and firefighters. They visit the steam museum and learn about its history. The childminder supports children to celebrate a wide range of different cultures and traditions. Children learn about diversity within their community and the wider world.
- The childminder knows the children in her care very well. She plans effectively to support children's learning and interests and build on what they already know. As a result of this, children become curious and active learners. However, on occasion, the childminder does not extend and challenge children. For example, when children ask questions about bats and why some objects are 'heavy' and 'light'. The childminder does not further extend their learning to help them make the best possible progress.
- Mathematics is a strength of the setting. The childminder skilfully weaves mathematics throughout children's play. She provides opportunities for matching, sorting, colour recognition and counting. As a result of this, children confidently count the spots on the dice. They label things in size, such as 'big' and 'small'. Children persevere and find ways to make the puzzle pieces fit. Children squeal with delight as they build a tower and tell the childminder 'it is tall'.

- The childminder reflects on her practice and the service she provides. She identifies her strengths and aspects she would like to improve. The childminder completes mandatory training, such as paediatric first aid and safeguarding. However, she agrees, that she could further improve her professional development to enhance her practice even higher.
- Children are actively encouraged to be independent throughout their day. The childminder supports children to become independent when managing their own needs. For example, children take themselves to the toilet and wash and dry their hands. The childminder encourages children to 'have a go' as they unwrap their food at lunchtime.
- The childminder provides a language-rich environment. Children build and extend their vocabulary through discussions and stories. For example, children tell visitors 'the pebble is shiny and cold'. The childminder narrates children's play and introduces new words to extend their vocabulary. For example, 'squawk' and 'slither'. This helps to promote children's communication and language well.
- Partnerships with parents are good. They comment that they like the fact that the childminder takes their children out into the community. Parents state that the childminder provides lots of activities for their children to experience. The childminder keeps parents up to date with their children's development. Parents comment they are very happy with the care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse and knows what to do and who to contact if she has any concerns about a child's welfare. The childminder has a secure understanding of wider safeguarding issues, such as female genital mutilation and the 'Prevent' duty. She has robust safeguarding procedures in place. The childminder confidently explains the reporting procedure if an allegation is made against herself or a household member. She continuously checks the suitability of her premises and carries out risk assessments when taking children out into the community.

What does the setting need to do to improve?

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

- enhance professional development to help raise good practice to an even higher level
- make use of opportunities that arise during children's play to extend and challenge children's learning even further.

Setting details

Unique reference number	256065
Local authority	Norfolk
Inspection number	10265131
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	4 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 1993 and lives in Thetford, Norfolk. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Diane Middleton

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 provider and has taken that into account in their evaluation of the provider.
- Children communicated with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Discussions were held between the childminder and the inspector to help establish the childminder's understanding of how to safeguard the children in her care.
- The inspector took account of the views of parents through their written feedback.
- The inspector looked at a sample of the childminder's documentation, including evidence of qualifications and the suitability of those living on the premises.
- The childminder and the inspector evaluated an activity together and discussed the teaching and learning for children.
- The inspector viewed the areas of the childminder's home and garden that children use.
- The childminder spoke to the inspector at convenient times during the inspection.

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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