

Childminder report

Inspection date: 20 October 2022

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 enjoy their time at this warm and welcoming childminder's home. They form strong attachments with the childminder, which helps them to feel safe and secure. Children are eager to explore the stimulating learning environment, both indoors and outdoors. The childminder responds well to children's interests. For example, children's imaginations evolve as they investigate the role-play area. They use pretend food to create a meal for the childminder and their friends.

Children behave very well. For instance, older children are kind and considerate to younger children. The childminder supports children's independence and self-help skills throughout the day. For example, children wash and dry their own hands and help to tidy up. Children respond positively to praise from the childminder. This supports their high levels of self-esteem. Children show excitement as they prepare to make smoothies. They concentrate as they use child-friendly knives to cut fruit and pour jugs of milk. Children are eager to explore how the blender works as they learn to turn it on and off. Children have opportunities to experience and learn about the local community and natural world. For instance, they enjoy harvesting seasonal foods and collecting natural items. They enjoy outings to the local park, shop and castle ruins.

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

- The childminder is reflective and collects feedback from parents. She uses this to help evaluate her provision. The childminder understands the importance of strengthening her professional development. She uses her membership of a childminding organisation to undertake continuous training.
- Children independently make choices throughout the day. This supports their continued good behaviour. The childminder attentively joins in with children's play and encourages perseverance. For example, children attempt to dress a baby doll. The childminder explains the process and uses words of encouragement. However, the childminder does not always make the most of all opportunities to extend children's vocabulary to help to increase their language skills.
- The childminder has developed a strong working partnership with parents. She gains information about children's starting points and their interests. This ensures attachments are secure and transitions are easily supported. Parents compliment the daily verbal and written communication. The childminder keeps parents regularly updated about children's learning and development. She gives suggestions about how to promote children's ongoing learning at home. Additionally, the childminder has established good partnerships and shares information with other education providers.
- Children are beginning to learn about mathematical concepts. The childminder

introduces counting and uses size language. For instance, children maintain attention as they play with dinosaurs and wooden blocks. They carefully position bricks to create different-sized enclosures. The childminder discusses the length and size of the dinosaurs using words such as 'longer', 'shorter', 'big' and 'small'.

- The childminder knows the children well. She can explain what children know and understand now and what they need to learn next. The childminder plans purposeful activities based on children's interests. For instance, children make marks using a variety of equipment. This helps them to develop the muscles they need for early writing.
- The childminder has created a safe and child-friendly outdoor space. She provides a variety of resources to maintain children's interests. They enjoy using tricycles, balance bicycles and push-along toys. This supports children's development of large-muscle skills. Children love to investigate the mud kitchen, sand and water play. This helps to promote children's imaginative and social skills.
- Although children have opportunities to experience the wider community, the childminder does not consistently teach them about other faiths, cultures and festivals that are different to their own.
- The childminder teaches and promotes children's good health and hygiene practices. She encourages children to discuss the effects of exercise on their bodies. For example, children take part in running races and feel their hearts beating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children are well supervised. She ensures she completes mandatory safeguarding training. The childminder fully understands her role and responsibility to protect children from harm. She has a robust knowledge of how to recognise signs and symptoms of abuse. The childminder demonstrates a good understanding of the wider aspects of safeguarding. This includes the risk of children being exposed to extremist views and female genital mutilation. She is aware of the procedures to follow if an allegation is made against herself or a family member.

What does the setting need to do to improve?

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

- enhance teaching to promote valuable opportunities to extend children's vocabulary skills
- extend opportunities for children to learn about other people, communities and cultures in order to increase their knowledge of the wider world.

Setting details

Unique reference number	256168
Local authority	Norfolk
Inspection number	10234454
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	0 to 13
Total number of places	6
Number of children on roll	16
Date of previous inspection	30 November 2016

Information about this early years setting

The childminder registered in 1999 and lives in New Buckenham. She operates all year round, from 7am to 6pm, 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 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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The inspector observed the childminder in practice and they discussed the outcomes of a joint observation.
- The inspector took account of the views of parents through written feedback provided.
- The inspector and the childminder had several discussions.
- The inspector viewed key documentation.

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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