

Childminder report

Inspection date: 6 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this welcoming home-from-home environment. They have formed strong attachments with the childminder and her two assistants. Children are confident to seek cuddles and reassurance from the childminder and her assistants should they feel upset. This helps to support children's emotional needs and well-being. The childminder knows the children and their routines very well. She ensures children play in a stimulating environment both indoors and outdoors. The childminder uses children's interests to plan activities. For example, children thoroughly enjoy playing with small vehicle toys. They show high levels of concentration as they investigate the mechanics of how they work. Children are kind and considerate to each other and invite others to join in their play. They learn to share and take turns, with gentle reminders from the childminder and her assistants.

Children show high levels of curiosity as they play in the garden. The childminder and her assistants supervise children very well. Children demonstrate good physical skills. They climb steps to the slide and explore push-along and wheeled vehicles. Children develop their imaginary skills with each other. For example, they excitedly stomp and roar as they pretend to be dinosaurs.

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

- Parents comment positively about the childminder's excellent communication. The childminder keeps parents informed regarding children's learning and development, including daily experiences. She uses questionnaires to gather regular feedback from parents. This helps to enhance and develop everyday practice.
- Children are developing a love of stories and reading. They sit and listen, showing good levels of attention when the childminder or her assistants read stories to them. For example, children discuss and recall the story 'We're Going on a Bear Hunt'. They respond with enthusiasm to the childminder's gestures and cues that help them remember key words and phrases from the story, such as the description of snow.
- The childminder discusses children's learning and development regularly with her assistants. She can identify those children who are at risk of falling behind. The childminder targets training to support children's emerging needs and interests. For example, she has completed training to support children with special educational needs and/or disabilities.
- Children's behaviour is very good. They are polite and have good manners. For example, children say 'please' and 'thank you' when they ask for support or complete a task.
- The childminder sensitively supports younger children's sleep routines. She

soothes and reassures children when they are tired and provides a peaceful environment to aid their rest. The childminder ensures sleeping children are regularly checked.

- Children love to explore the sounds on the outside musical wall. The childminder's assistant encourages children to 'think' about the different sounds they make. For example, children use beaters to make loud and quiet sounds when banging a colander, sieve and tins.
- Children's mathematical skills are well supported. They excitedly squirt water pistols at numbers on images of fire. The childminder's assistant extends children's counting and number recognition as they squirt the water.
- The childminder takes children to weekly sessions at the local soft-play area. She also visits play parks to extend children's physical abilities. For instance, she encourages children to have a go and take supervised risks when using unfamiliar play equipment.
- Children learn about the world they live in. For example, they recognise the sounds of emergency service vehicles. The childminder provides children with opportunities to speak to people in their community. This helps to support children's social and communication skills.
- The childminder is aware of children's dietary requirements. She engages with children as they eat and drink, promoting social interaction. However, she does not always extend children's communication and language skills to the highest level.
- Children learn some independence skills as they ask and take themselves to the toilet and know to wash their hands to get rid of germs. However, the childminder does not encourage children to do things for themselves, such as helping to prepare snacks, putting on their shoes and helping to tidy up.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants complete mandatory safeguarding training. They fully understand their roles and responsibilities to protect children from harm. The childminder has a robust knowledge of how to recognise signs and symptoms of abuse, including the risk to children of being exposed to extremist views and behaviours. She is confident in the reporting procedures and knows how to report any concerns about a child or an adult working with children. The childminder follows robust recruitment processes and continues to check her assistants' ongoing suitability to work with children.

What does the setting need to do to improve?

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

- enhance understanding of how to help develop children's language development

to the highest level

- improve practice to help further develop children's independence.

Setting details

Unique reference number	2564818
Local authority	Norfolk
Inspection number	10232182
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	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Hunstanton. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

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 and her assistants at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of staff working at the childminder's setting.
- The inspector read written questionnaires from parents and 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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